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ABSTRACT

Designed as a guide for those community college institutions developing a career planning center, this handbook presents a model for planning and implementing such a center. Options for centers are suggested for three levels of development and staffing: self-directed, intermediate, and comprehensive. Chapter 1 outlines the rationale and possible purposes for a career center. Chapter 2 describes a process for planning a center and details needs assessment, funding, advisory board formation, and goal setting. General considerations for physical facilities and room layouts are discussed in chapter 3. Chapter 4 offers staffing options and describes staff responsibilities. In chapter 5 various materials and resources are discussed and suggestions made regarding material selection and acquisition. Chapter 6 describes services and activities utilizing these resources. Chapter 7 discusses public relation strategies for the career center. The importance of evaluation is emphasized in chapter 8. Practical suggestions for evaluation of resources, services, and outcomes are included. Appendixes, amounting to over one-half of the handbook, include an annotated bibliography, sample forms and instruments, and reports of surveys of clients of career centers. (YLB)

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Occupational Education Research Project Final Report

DEVELOPING A CAREER PLANNING CENTER

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August, 1981

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FOREWORD

During the past few years the emphasis on career education services has increased dramatically at all levels of education. Although the benefits of such services are generally recognized, the demands in terms of staff, funding, facilities, and time have prevented many institutions from fully developing career education programs.

The North Carolina State Board of Education recognized that its community college/technical college/technical institute institutions could profit from assistance and guidance in implementing the goals of career education. The Board, therefore, funded the present research project in which a model has been developed for the planning and implementation of one aspect of career education - the career center.

The ideas outlined in this project are intended to generate interest in the career center and to define one general process by which such a center can be developed in a community college institution. It should be emphasized, however, that each institution is unique and that alternative methods may be more effective than those represented here. Any deviations from the present model in order to meet local needs are strongly encouraged, since the delivery system for career education services is certain to be enhanced by such modifications.

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INTRODUCTION

The term "career education" was coined by Dr. Sidney Marland, U. S. Commissioner of Education in 1970. Since that time the development of materials and resources for career education activities and programs has proliferated. To optimize the usefulness of these resources, it has become necessary for educational institutions to bring them together in a way which allows users to have ready access. These "centers" are given various labels such as career center of lab, or career planning center.

Although the center concept is widely accepted, there exists a need for a successful plan of organizing and implementing this particular delivery system in the community college. The model represented here is an attempt to meet that need. The model has been developed from three sources:

1. Review of Literature - an extensive and critical review of relevant literature pointed to many common denominators in the process by which successful career centers throughout the nation were developed. (See Appendix I)
2. Experiences at Wilson County Technical Institute - Many activities and experiences during the five year existence of the Wilson Tech Career Development Lab have refined the operations of the center and have supplied data on which to base suggestions for other such institutions. (See Appendix II)

3. Research at Wilson Tech Career Development Lab - Recent research involving past users of the career lab has attempted to evaluate systematically certain aspects of the delivery system. Although each institution in the North Carolina Community College system serves a somewhat unique clientele, this data is certainly more relevant than any other such published research in meeting the needs of these institutions. (See Appendices III and IV)

This model was developed from the synthesis of the above sources. The text is composed of eight chapters. The first chapter outlines the rationale and possible purposes for a career center. Chapter II describes a process for planning a center. Topics such as needs assessment, funding, formation of advisory boards and goal-setting are detailed. General considerations for physical facilities and room layouts are discussed in Chapter III. Chapter IV offers some staffing options and describes the responsibilities of staff members. In Chapter V various materials and resources are discussed and suggestions are made regarding the selection and acquisition of materials. Services and activities utilizing these resources are described in Chapter VI. Chapter VII discusses public relations strategies for the career center. The importance of evaluation is emphasized in Chapter XIII. Practical suggestions for evaluation of resources, services, outcomes, etc., are included. The appendices provide supplemental information that may interest and assist those who are developing or planning to develop career centers.

It is not always necessary or feasible to develop immediately a comprehensive career center that will provide all possible services to all users. For purposes of discussion, many of the following chapters will suggest options for centers at three levels of development and staffing. A realistic appraisal of presently available resources and expected outcome during the first funding period will help an institution determine at which level to begin. The primary distinctions between the three levels are described below:

LEVEL I - This type of career center has no permanently assigned staff designated. Instead, activities are self-directed. Materials are primarily those that may already be found on campus and have been placed in one location, for example, a corner of the library or the student services office. Selection and maintenance of materials and equipment is supervised by an employee (a librarian, for example) who has other primary responsibilities. Funding involves $500 or less.

NOTE: The function of such a center is limited in that it primarily provides career information.

LEVEL II - This center employs either a paraprofessional or a part-time professional staff member (perhaps a counselor) with additional duties. A special location has been designated and some furnishings have been bought or donated. Financial support is generally needed to purchase materials and equipment which are not already available. Materials and

activities requiring assistance or supervision may be used, and group activities are possible. The budget for materials and supplies is approximately $1,500. NOTE: Activities in such a center (for example, use of certain tests and inventories) are limited by the expertise of the staff and by the allocation of staff time.

LEVEL III - At least one professional staff member is employed on a full-time basis. He/She may receive assistance from a paraprofessional. From a physical standpoint, this center may be very similar to a Level II center. However, the range of activities and services has been expanded to include more intensive personal counseling and assessment, community services, integration with curriculum activities, more extensive evaluation procedures, etc. Such services require $2,000 - $20,000 (plus salaries) for the first year, depending on the needs of the institution.

It is hoped that the model presented here will be of value to institutions in developing career centers that will meet their own special needs. Although these unique needs cannot be anticipated, the guide does provide many practical, general suggestions for planning and implementation of a career center.

CHAPTER I

RATIONALE AND PURPOSE FOR A CAREER CENTER

The career center is a particular type of delivery system for career education information. It is a means of simplifying what has become a very complex process - the choosing of one's life's work. Employment trends today dictate that the term "life's work" refers not to one particular occupation but to several alternate occupations. In preparing for work, an individual must be able to see himself in a range of careers and be able to evaluate trends, occupational literature and personal attributes in choosing these careers. Career development has become a life-long process during which a person develops, implements, evaluates, and revises career plans. (See Figure 1)

NEED FOR CAREER EDUCATION

According to a publication funded by the Department of Labor[1] career information currently available to youth tends to be limited and inaccurate and may reinforce stereotypes that students already have regarding many occupations. These young people may not understand the educational steps that are necessary to qualify for their chosen career fields, so that educational and occupational goals do not match. Often planning is short-term, with insufficient thought given to the future and to long-range goals. Indecision is widespread among high school and community college students: the young person today often fails to recognize that one can have an influence

---

[1]The National Center for Research in Vocational Education, Career and Labor Market Information: Key to Improved Individual Decision Making, (U.S. Government Printing Office: 1980 0-320-886).

Figure 1

FOUR YEAR COLLEGE
OR
TECHNICAL INSTITUTE
COLLEGE DEGREE
OR
OR
*PRIDE IN ONESELF
* SERVICE TO OTHERS
OR
? ? ?

over ones own future. Added to these problems is the apparent lack of understanding on the part of youth regarding the formal and informal rules and the realities of the world of work. (Many of these hindrances may also apply to unemployed adults and those adults attempting to make career changes.)

From a societal point of view, the need for career information has become important because of such issues as economic changes, the high rate of unemployment (and related problems such as unrest and violence, rapid advances in technology, and interest in the civil rights of individuals.

It is no wonder that the U. S. Department of Labor and the Department of Education have become concerned. The costs of lack of career education to industry (which experiences low productivity and morale problems among its workers), to government (which must supply remedial programs to correct these deficits), and to society are too great to be ignored.

THE CAREER CENTER

Although not a cure-all, a well-planned career center can go a long way toward providing the services to alleviate some of the problems associated with a lack of career education. One purpose of a career center is to provide a location where users can find up-to-date, accurate career information. It is a means of organizing and systematizing material and/or human resources and making them readily accessible and available. A user then is able to increase his/her career exploration and awareness in preparation for work.

The center also can provide tools for personal assessment. It is a setting where an individual may come to better understand oneself, ones

attitudes, values, interests, and aptitudes, and how these relate to life roles and expectations. Depending on the sophistication of the Center, users may also be able to develop new skills such as decision-making, interview preparation, and resume writing. Those who are already involved in the world of work can explore both these areas and thir career alternatives. Users may be able to share their interests and concerns with each other in a non-threatening environment and to come into contact with positive models and attitudes toward work.

BENEFITS OF A CENTER

Everyone concerned benefits from the resources and activities provided in a comprehensive career center:

User - The user is provided with information on which to base realistic career decisions and to relate educational instruction to expected career outcomes.

Special Groups - The career center can serve the needs of groups such as ABE and GED students, disadvantaged/handicapped, vocational rehabilitation clients, disadvantaged homemakers, adults in mid-life transitions, and the elderly.

Faculty - Instructors are provided with curriculum support materials to relate the classroom with the world of work, and a place to refer students who have career-related questions. The center staff also may serve as consultants to suggest ways to infuse career concepts into curriculums.

Community - Individuals in the community may get information regarding

career alternatives and training opportunities/institutions.

Government and Industry - Remedial programs in government and industry now provide an expensive means of teaching job seeking retention skills; the career center offers a more efficient system for job preparation.

The Institution - The institution sponsoring a center is provided with a means to expose students and the community to its programs. Many users will increase life role aspirations and expectations as a result of career activities. As a Kenosha, Wisconsin technical school discovered,[2] high school students may be more likely to choose a two-year program over a four-year institute after being exposed to career education activities. Other institutions, such as Waukesha County Technical Institute, Wilsonsin,[3] have found when they provide vocational assessment workshops for adults, as many as 70% of the participants enrolled in their programs. In addition to increasing enrollment, a good career center should increase student retention and completion of programs, as students make better career decisions and develop more definite, realistic goals. The career center also serves a beneficial public relations function by improving the relationship between the institution and business, industry and the community in general.

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[2]Milton C. Hillery, "Maintaining Enrollments Through Career Planning," New Directions for Student Services, 3, 1978.

[3]"Increased Attention for 'Older' Students," Activity, 16 (3), 1978.

CHAPTER I.

PLANNING THE CAREER CENTER

Development of a career center requires careful planning. General steps in the planning process include:

Assessing needs

Obtaining administrative support

Determining potential funding resources

Coordinating with existing programs

Prioritizing goals

Developing a proposal

Optimally, involving an advisory committee

NEEDS ASSESSMENT

The first and most important step in planning is to determine the needs of the client or user group. The method chosen for needs assessment can be either simple or complex depending on the depth of information wanted.

A need is the "gap" between the resources which currently exist and those which are desired. A logical beginning point in determining needs is to identify all career education resources that are presently available. Planners are often surprised to find a wide range of resources scattered throughout their institution:

Career education materials - printed and audio-visual

Equipment

Human resources

Space

Furnishings

Potential funds

Information for locating and consolidating these resources may be obtained from:

Library files

Inventory lists

Guidance departments

Faculty members

Classroom schedules

Media centers

There are many methods to determine which resources are desired, and data obtained for this purpose may be primary or secondary. Primary data is that collected from potential clients or users. Interviews, questionnaires, or surveys are all useful tools for obtaining this data. Examples of questions that could be answered by potential clients are:

1. What are your plans for the immediate future?

   a. completing my present curriculum
   b. getting a job
   c. choosing a curriculum
   d. going on to a 4-year college
   e. joining the Army, Navy, Air Force, Marines, or Coast Guard
   f. becoming a housewife
   g. don't know

2. In choosing a career, what types of help do you need?

   a. help with choosing the career I want
   b. learning about myself (my interests and abilities)

c. help with finding a school or program to get the training I want
d. choosing a curriculum
e. information about different kinds of careers

Data for determining desired resources also may be collected from secondary sources, such as a review of relevant literature or visits and contacts with existing centers in similar institutions. The written or verbal opinions of someone who is considered an expert in career education can be equally valuable. "Experts" are often found in one's own backyard; counselors and faculty members may be very much in touch with the career needs of students.

There are commercially developed needs assessment instruments, four of which are listed below. A disadvantage of such instruments is that only a narrow range of questions are answered; a possible advantage is that some commercial instruments can be used as excellent pretests if the effects of career center experiences or its units are to be evaluated. (See Chapter VIII)

Assessment of Career Devleopment
Career Planning Program
Houghton Mifflin
1900 South Batavia Avenue
Geneva, Illinois 60134

Occupations and Career Information Boxscore
Chronicle Guidance Publications
Moravia, New York 13118

Counseling Priority Inventory
Educators Assistance Institute
2500 Colorado Boulevard
Santa Monica, California 90406

Career Maturity Inventory
C.T.B. McGraw-Hill
Delmonte Research Park
Monterey, California 93940

Career Development Inventory
Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Once the existing and desired career resources are identified, specific needs can be addressed. The task of meeting these needs may appear to be impossible at first. The best approach is to meet top priority needs first. Attempting to meet needs is an ongoing process, and these needs will probably change over a period of years. An implicit assumption here is that needs assessment will be a continuing process also. (See Figure 1)

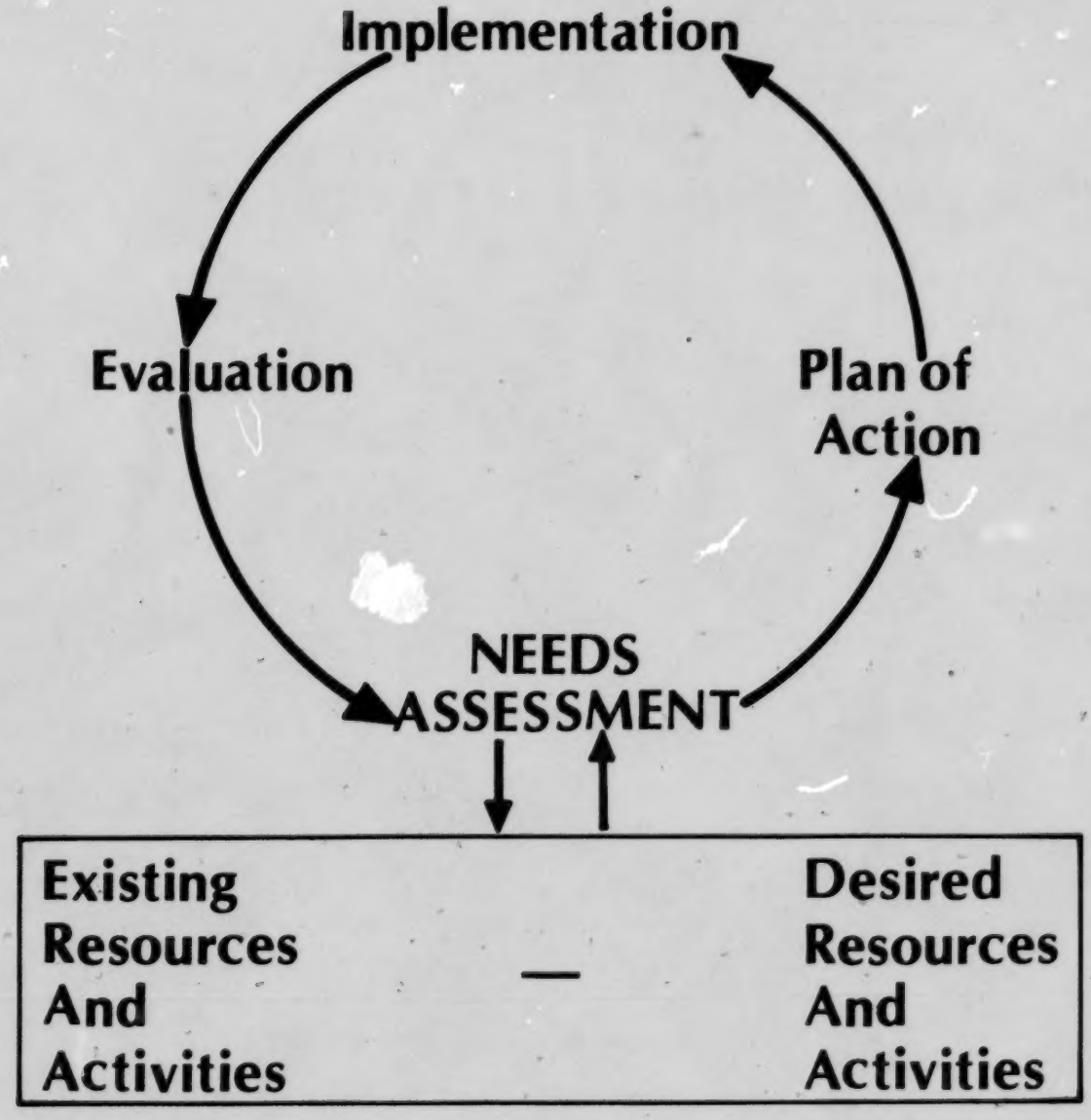
Any temptation to shorten or disregard needs assessment in planning a career center must be avoided. Time spent in needs assessment at this stage will pay off by providing a more concrete rationale when the plan is presented to administrators. The process will also prevent duplication of resources, will simplify subsequent decision-making, and will increase efficiency of implementation.

ADMINISTRATIVE SUPPORT

When client needs have been determined and a general plan for meeting these needs has been developed, it is appropriate to seek the support of the chief administrator. A supportive leader can suggest or provide potential facilities, materials, equipment, funding, release time for planning, and general encouragement to faculty and staff for their support of the center.

Although a comprehensive needs assessment and a strong rationale for

Figure 2
Assessing Needs



development of a career center are probably the most convincing arguments that can be presented to an administrator, other strategies may be employed in addition. A site visit to a successful career center in another institution may be desirable to bring about the needed support. Potential advantages to the institution (for example, reduced attrition rates, improved community relations) should be pointed out. The cost effectiveness of a center in terms of the number of clients that can be served by each staff member, also may be a good supporting argument.

Administrators must be aware of the potential benefits of career centers and be supportive of the idea if planning is to proceed. A supportive administration may wish to appoint a planning committee at this time. It is suggested that members of this committee include individuals from various departments within the institution. Not only will the center benefit from the combined expertise of the committee, but a great deal of additional institutional support can be generated as well.

FINANCIAL SUPPORT

When seeking financial support for development of a career center, all potential sources should be identified. Existing budgets should be examined first and possibilities for reallocation explored. Possible sources include:

Guidance department budgets

Library budget

Media budget

Curriculum development funds

Local research funds

Administrative funds

Disadvantaged/handicapped funds

If supplementary funding is required, other local sources can be explored, such as:

Business and industry foundations and trusts

Civic organizations and service clubs

Community group gifts

Donations

Private foundations (for example, Kellogg Foundation)

Many community colleges have begun their centers with Federal funding (particularly, Title III funds); however, funding is preferable to assure continuity of services. If Federal funds are sought, it is important to project beyond the initial funding period to avoid future obsolescence.

Before making requests for funding, it will be necessary to develop a tentative budget based on resources needed. Needs assessment data is the best evidence that can be presented. Standard line items for a budget include:

Salaries

Equipment

Telephone and utilities

Supplies

Postage

Printed and audio-visual materials

Furnishings

Printing/duplication

Subsequent chapters in this guide will provide information on which to base cost estimates for the type of center that will be implemented.

One thought to keep in mind is that funding is never unlimited and will probably always be far less than ideal. This fact can be looked at positively; priorities will be set of necessity, and the most important needs will receive a concentrated effort.

Suggested references for potential funding are listed below:

Career Education: A Handbook of Funding Resources
Time-Share, Houghton-Mifflin Company
630 Oakland Avenue
West Hartford, Connecticut 06110

Directory of Research Grants
ORYX Press
3930 E. Camelback Road
Phoenix, Arizona 85018

Foundation Reporter: A Method for Keeping Current on Foundations
TAFT Products, Inc.
100 Vermont Avenue, NW
Washington, DC

The Guide to Federal Assistance for Education
Appleton Century Crofts
5791 Beaumont Avenue
La Jella, California 92037

COORDINATION WITH EXISTING PROGRAMS

If the planning process is to lead to a successful career center, attention must be given to integrating and coordinating the center with other institutional programs and activities. At the bottom line, the philosophy of the proposed center should be compatible with that of the institution as a whole. Compatibility with the following areas further assures a supportive staff and a successful center:

Library

Student services

Financial Aid

Media center

Public relations

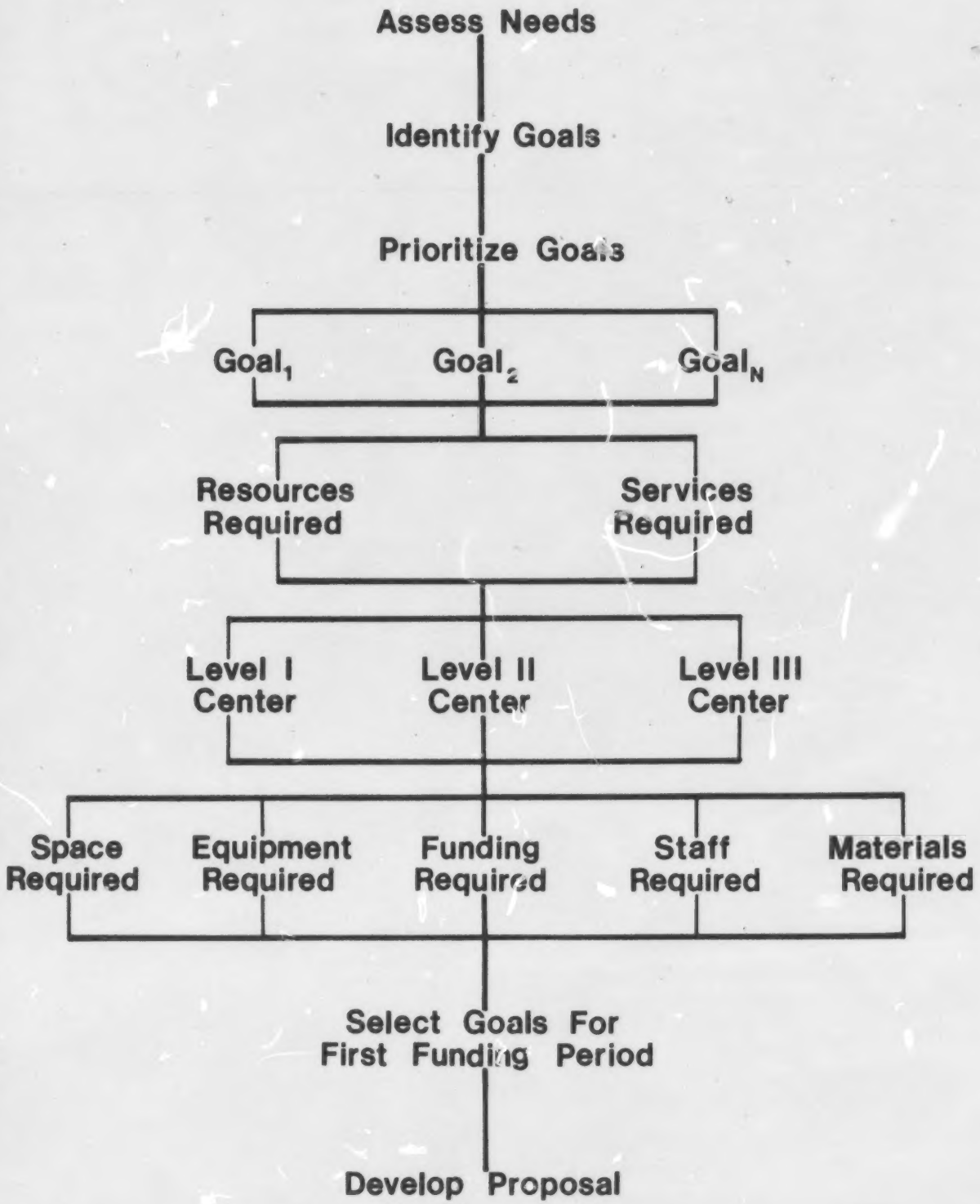
One sure way to insure coordination among various departments is to include representatives from each area on the career center planning committee.

PRIORITIZING GOALS

At a practical level, it is virtually impossible to fill in completely the "gap" indicated by a needs assessment during the first year of implementation of a career center. In discussions with a planning committee and/or advisory committee, it will be necessary to define specific targets and outcomes expected for the first year and to concentrate efforts and resources, toward reaching those goals.

Using needs assessment information, goals should be ranked by priority. Top priority goals can then be examined in terms of activities and services required to satisfy them. Each activity and service must be analyzed in terms of space, equipment, funding, materials and staff required. Planners should consider and select the center level at which outcomes will be implemented (see Introduction), and using all of the above information, make a final selection of goals to be attained for the first year (or first funding period). (See Figure 3)

Figure 3 - Selecting Goals



DEVELOPING A PROPOSAL

Only after the above process has been completed will it be possible to prepare a convincing proposal for presentation to a potential funding source. A general format for a proposal includes:

Abstract - describes objective, strategies, and expected outcomes.

Introduction - includes description of overall mission of the organization, statement of the problem (using needs assessment information), objectives of the center stated in concrete terms.

Plan of Action - describes procedures to be used for implementation and a time table that can be used to monitor progress.

Staff - identifies and states qualifications of staff.

Evaluation - describes how accomplishment of objectives can be measured.

Budget - itemizes all anticipated costs (both direct and indirect). If outside funding is being sought, institution's contribution is also noted.

ADVISORY COMMITTEES

Advisory boards or committees can provide valuable imput concerning the planning and implementation of a career center. Formation of such a group is appropriate at any point in time. An advisory committee does not administer or make decisions, but instead, provides information and services such as:

Communication with community members

Liason between institutions and the business and industry of the community

Recommendations regarding equipment and materials

Advice on budgets

Location of potential funds

Promotion of the concept of career education

Recommendations for human resources from the community (speakers, volunteers, etc.)

Assistance in meeting local needs

Assistance with planning and/or expansion

Advice on policies from a layman's point of view

Aid in placement

In considering membership for such a board, a cross section of the community and various levels of employment should be represented. Potential sources for advisory committee members include:

Business

Labor

Industry

School administration

Faculty

Student body

Parents

Library staff

Employment agencies staffs

Adult education program staff

When prospective committee members have been identified, personal contact should be made, followed by a formal letter of appointment. Frequency of future contacts and meetings will depend on the stage of development of the center.

In order to assure success on the part of both the center staff and the committee members, the following suggestions are made:

Center staff should assume leadership.

Formation and activities of the committee should be publicized (along with members' names).

Members' limited time should be respected.

Members' intelligence or expertise should not be underestimated.

Agendas for meetings and supporting materials should be prepared, distributed in advance, and followed.

Meetings should begin and end on time.

Preparations and mailing of minutes should be prompt.

Recommendations from committee members should not be ignored; if their suggestions are not adopted, a reason should be given.

If these recommendations are followed, formation of an advisory committee can result in more support for the center and in the receipt of advice that is not easily obtainable elsewhere.

CHAPTER III

THE PHYSICAL FACILITY

LOCATION

When the career education needs of an institution have been assessed and support has been obtained, the next step is to find a suitable location for the center. The most critical consideration is the maximization of student use. A location central to student traffic, perhaps near the snack or lounge area, is a possibility. An area adjacent to the student services area may be available. In most cases a ground floor location in view of passersby is preferable for easy access. If the center is to be open to the community, an area near the front entrance of the campus may be appropriate. In any case, a center should not be located where talking and activities of users will disrupt classrooms or administrative offices. The location chosen also depends on the level at which the center is developed. (See Introduction)

LEVEL I CENTER

The staff member designated to select and maintain Level I career education materials has primary duties outside the center. Therefore, the location for the center may be determined by that person's other activities. For example, a corner, alcove, or island in the library may be chosen if a librarian is to be in charge of center materials. If a counselor has these duties, materials can be placed in the waiting room, in a corner of his/her office or in a room adjacent to the counseling offices. Shelves and displays in a large office, nearby classroom, or meeting room would be possibilities if an instructor has been designated to supervise materials. Some creative thought may be

necessary if space at a particular institution is at a premium. Large dead-end halls, storage rooms, or conference rooms may offer possibilities.

Regardless of location, time and thought should be given to ways of enlivening the area, making it as stimulating and non-institutional as possible. Bright paint, cheerful signs and posters can be used. The center should give the impression of informality and casualness with materials being attractively displayed and easily accessible. The whole idea is to make the center inviting in order to maximize its use.

Furniture for a Level I center may include bookcases, filing cabinets, shelves, display racks, bulletin boards, and/or tables and chairs. In most cases existing furnishings can be found in storage rooms or buildings. Donations from the community can also be solicited (advisory board members can provide assistance). Carpet or wallpaper sample racks make excellent display racks for pamphlets, booklets, etc. Possibilities for layouts for the Level I center may be found in Figures 4 and 5.

LEVEL II CENTER

A Level II career center requires an official space set aside exclusively for center material and activities. The size of that space depends on the number of clients to be served and the types of activities anticipated. If possible, however, a space of approximately 450-500 square feet should be chosen to allow flexibility and future growth. The space should allow ample areas for:

Individual work

Some group activities

Staff

Figure 4
Floor Plan - Level I
Counselor's Office
13' x 13'

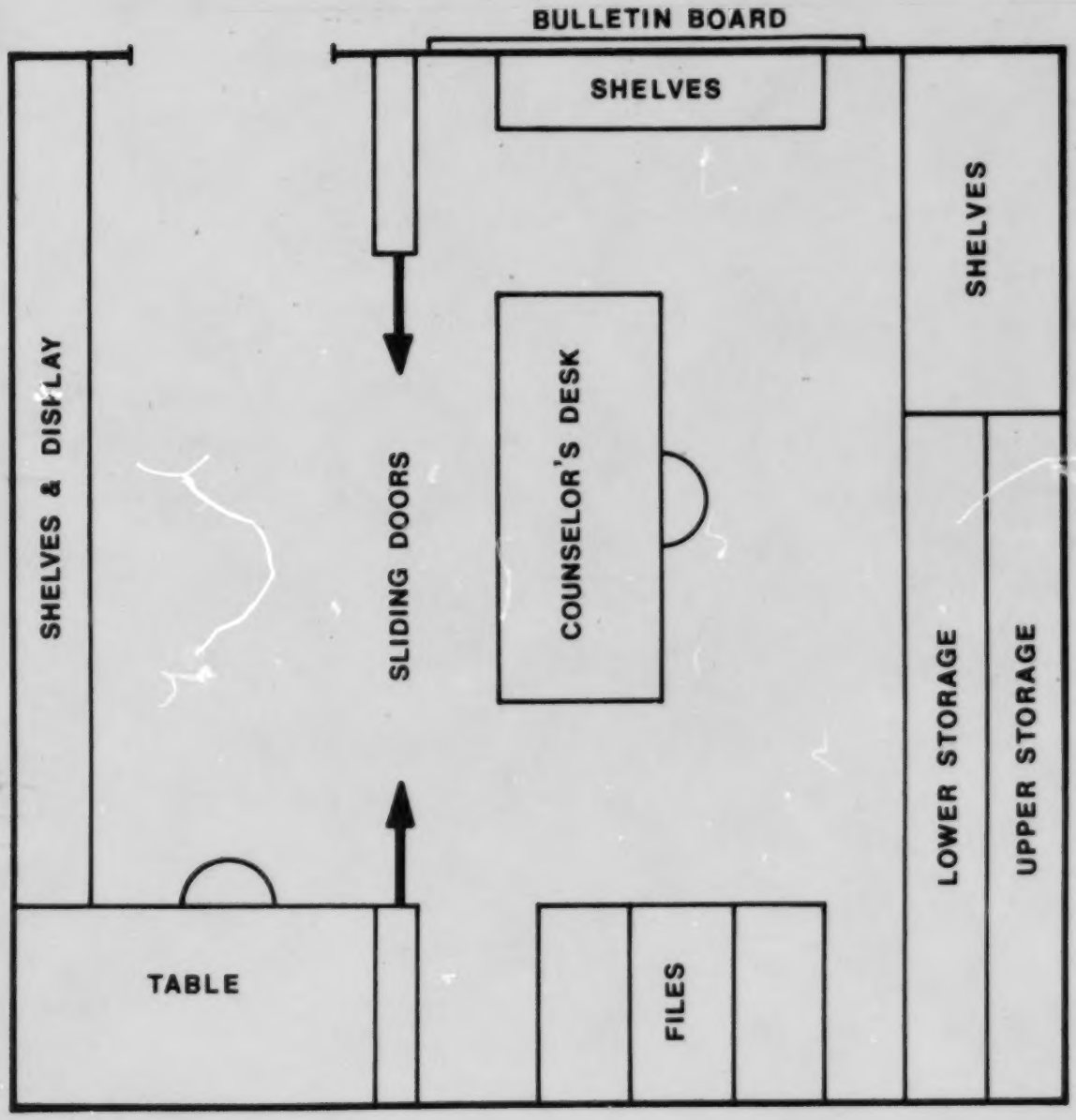
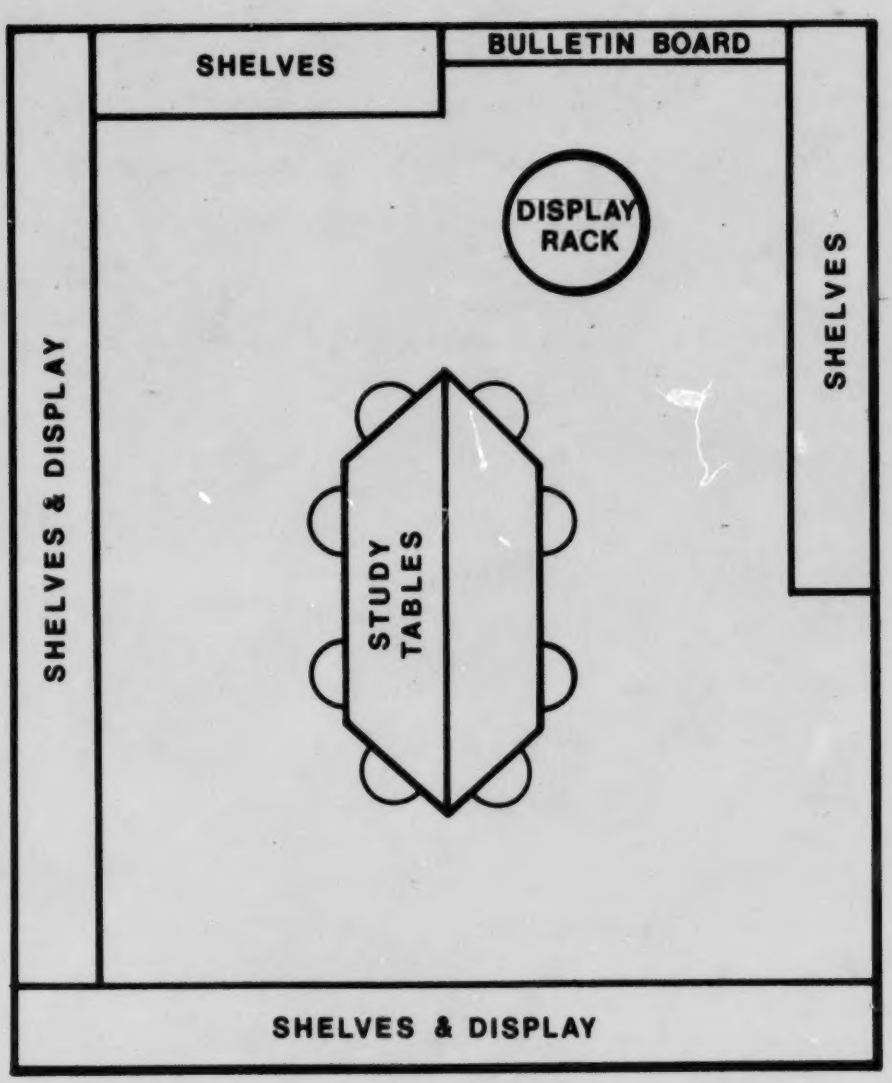


Figure 5
Floor Plan - Level I
Corner In Library
10′ x 12′



Storage

Audio-visual resources use

Display of materials

In choosing a location for the center, thought should be given to availability of duplicating facilities, telephone lines and electrical outlets for A-V equipment. Depending on the needs of an institution, an external, or mobile location may be more appropriate. Mobile vans or buses suggest some exciting possibilities for taking career education into the schools, community, and satellite locations. Such a vehicle can become a learning experience for the institution if various programs such as Electrical Wiring and Installation, Carpentry and Woodworking, Auto Body Repair, etc., are solicited to renovate the van or bus.

As in the Level I center, decor is very important in promoting use of the facility. An atmosphere of informality can be created through use of bright paint (and carpeting, if possible), posters, plants, and casual, comfortable furniture.

In addition to furnishings such as bookcases, filing cabinets, shelves, bulletin boards, and tables (see Level I for suggestions), the Level II center requires a desk, phone, and possibly a typewriter for the staff member who is to operate the center. Study carrels and a conference style table for small group activities would be helpful. Viewing of audio-visual materials may require special furnishings also. The most important consideration in room arrangement is to build in flexibility as the center's needs and level of sophistication changes. Some possible room layouts are suggested in Figures 6 and 7.

Figure 6
Floor Plan - Level II
20′ x 25′

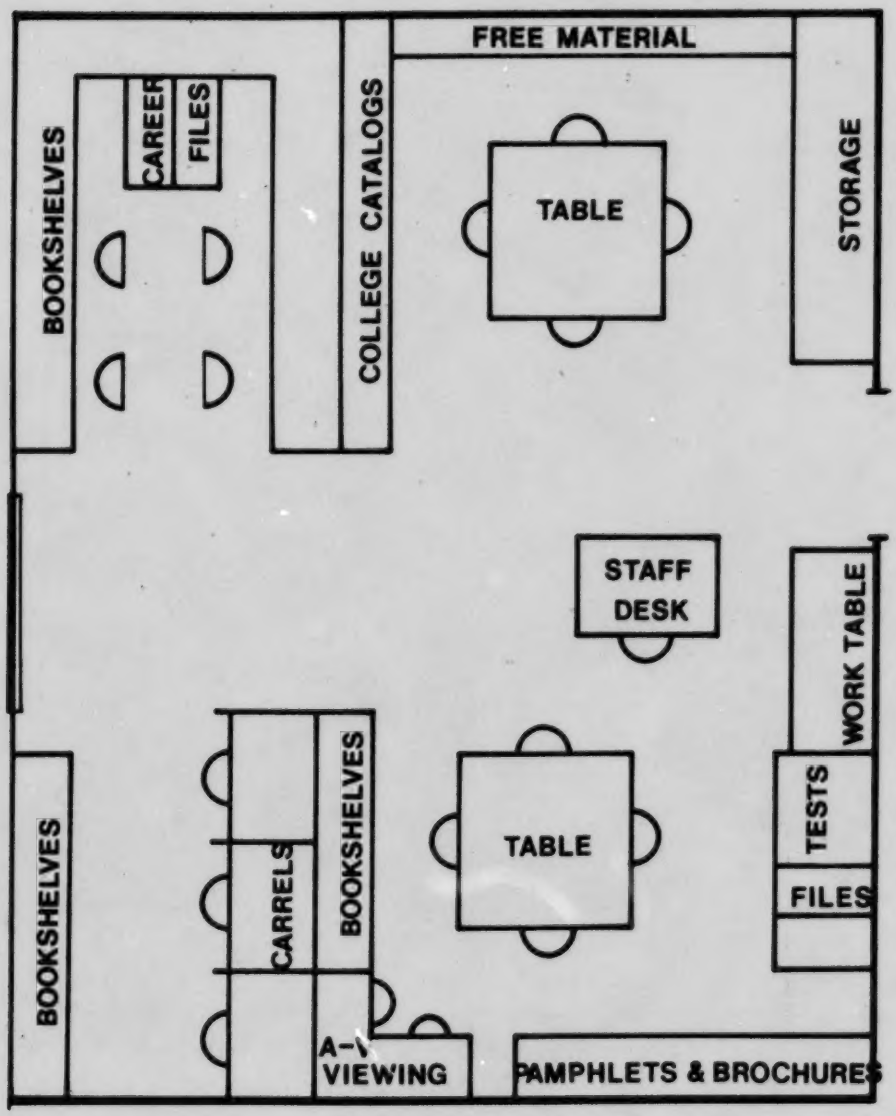


Figure 7
Floor Plan - Level II
20′ x 20′

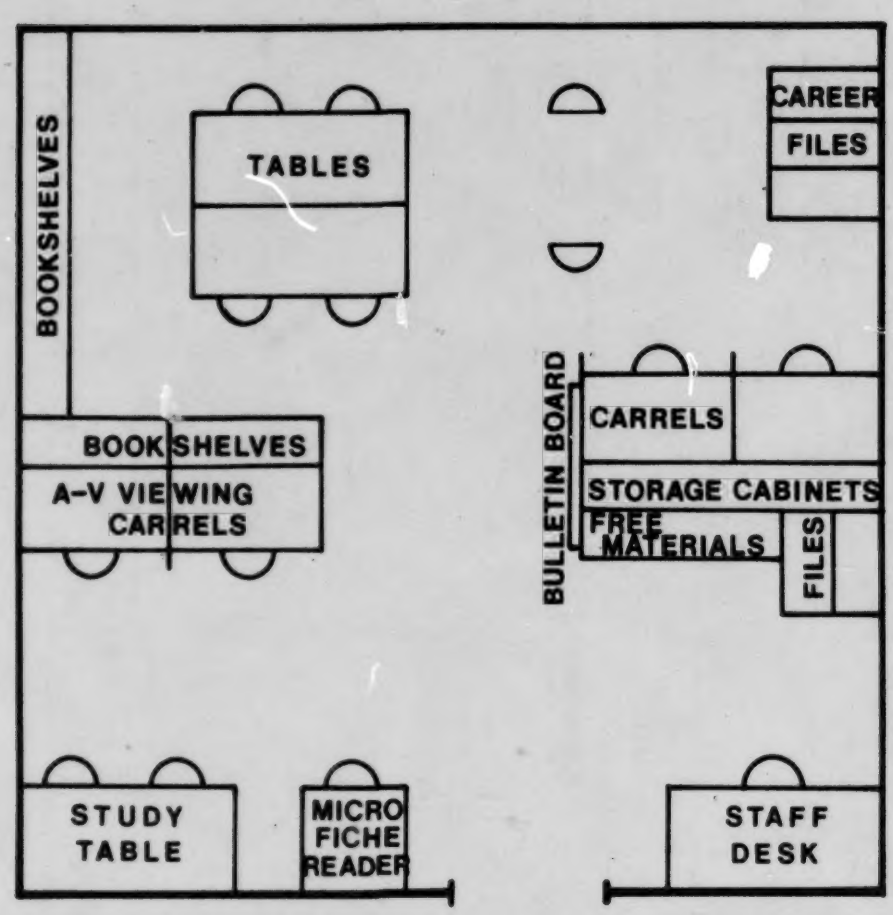


Figure 6
Floor Plan - Level II
20′ x 25′

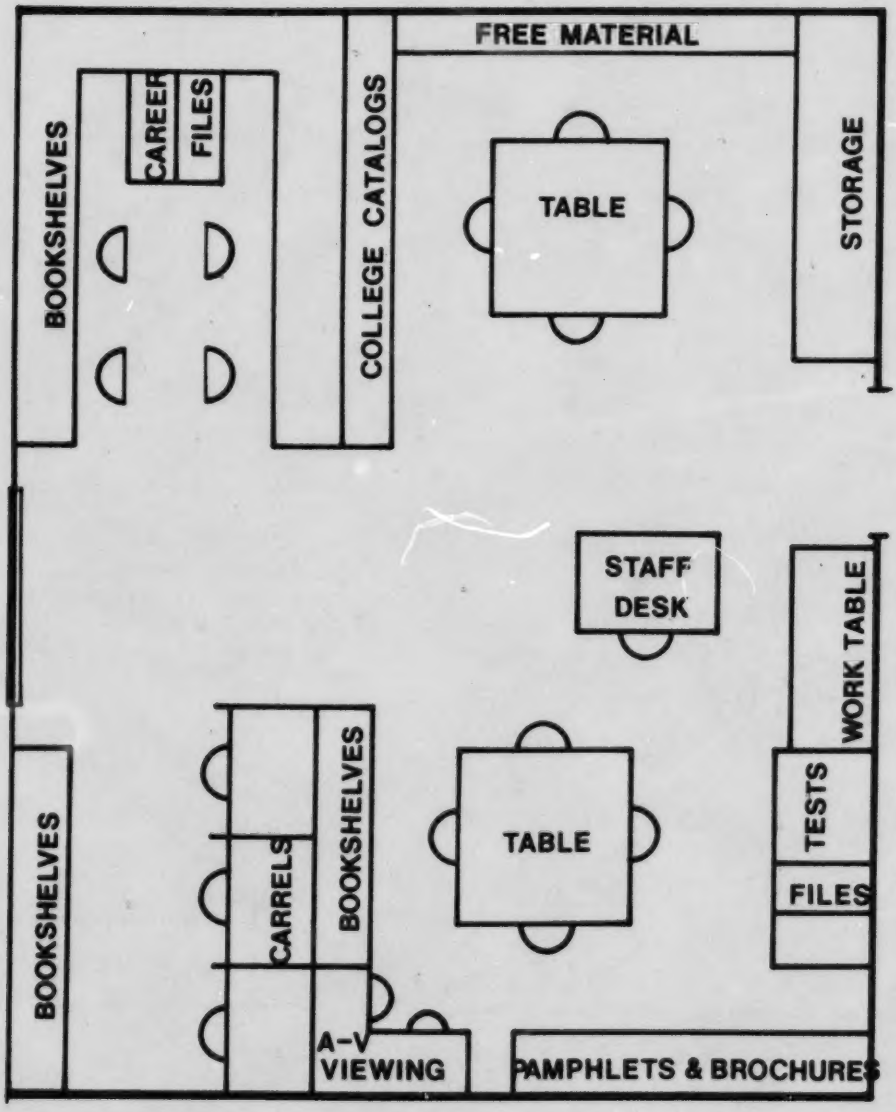
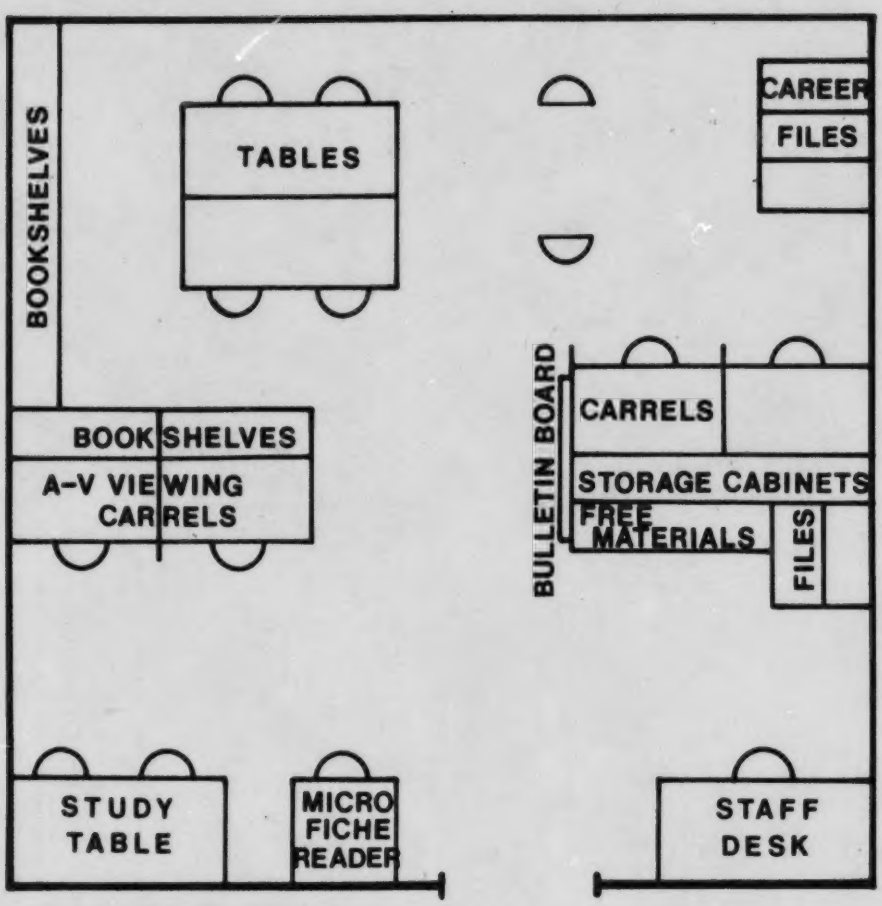


Figure 7
Floor Plan - Level II
20′ x 20′



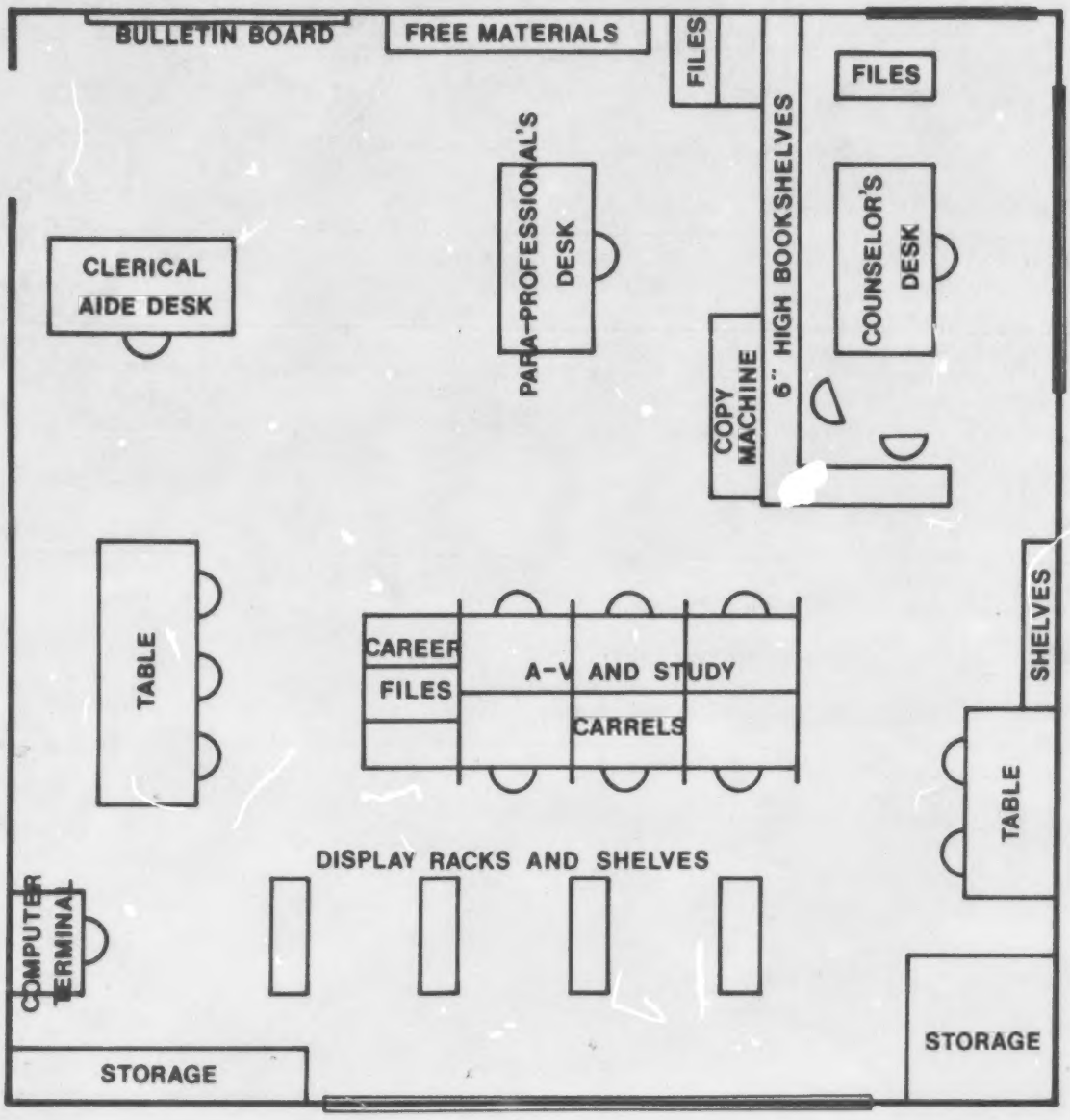
LEVEL III CENTER

From a physical standpoint, the Level III center is similar to a Level II center. Since the function of the Level III center is much more extensive (involving faculty, community and a wide range of activities), more space may be required, however. In addition to individual and group work areas and display, staff, storage and A-V areas, a private section for counseling and testing is necessary. Spaces for computer terminals and/or microfiche readers may be required. At this level accesses to telephone lines, electric outlets, and duplicating facilities are especially important considerations.

Filing cabinets, bookcases, display racks, shelves, study carrels, bulletin boards, and conference-style tables are needed at this level, as well as desk(s), phone(s), and typewriter(s) for one or more staff members.

In laying out the room arrangement for the Level III center, the staff desk(s) should be set up near the areas where help or supervision is most likely to be needed. The counseling and testing area should be as private as possible. A modifiable arrangement is best. A suggested floorplan may be found in Figure 8.

Figure 8
Floor Plan - Level III
28′ x 30′



CHAPTER IV

STAFFING THE CAREER CENTER

Choosing a staff for a career center is a step that can determine whether the center will operate effectively and, in fact, whether the center will succeed. One characteristic that any staff member must have is the ability to coordinate, communicate, and maintain relationships with many areas of the institution - including the library, counseling staff, administration, faculty and the users themselves. Other responsibilities and competencies will depend on the level at which the center will be operated (See Introduction).

LEVEL I STAFF

The major responsibilities of the staff at this level include:

- Surveying existing materials
- Previewing career education materials
- Receiving input from others in the institution regarding choice of materials
- Ordering materials
- Maintaining materials inventory
- Surveying career education needs of others
- Communicating additional needs to appropriate personnel
- Updating materials as needed

Competencies and abilities required:

- Sense of responsibility
- Good listening skills
- Ability to accept advice

Ability to observe accurately

Good decision-making skills

Basic understanding of goals of career education and the career center

Good communication skills

Organizational skills

NOTE: This individual's duties are limited to maintaining materials and directing users' efforts to locate materials.

LEVEL II STAFF

Staff for a Level II center may be a paraprofessional, or possibly a professional (such as a counselor) who has additional duties in another area. In most cases, this individual will require some degree of formal training to achieve the competencies needed to carry out duties.

Duties may include:

Explaining operation of center to users

Maintaining bulletin boards

Obtaining routine information on the characteristics of the world of work

Establishing a resource list or catalog

Maintaining an inventory of materials and equipment

Helping users to locate and/or utilize materials

Establishing lines of communication with others in the institution

Assisting users in operation of audio-visual equipment and interpretation of A-V materials

Working with users, individually and collectively, in pursuit of career information

Scheduling visitors, speakers, orientations

Maintaining and updating materials

Previewing and ordering materials

Maintaining budget (may develop budget)

Developing and maintaining user files

Developing workable classification and storage system

Observing career educational needs of users

Communicating additional needs to appropriate personnel

Carrying out basic evaluation procedures (sign-in log, etc.)

Basic skills, abilities, competencies needed:

Good communication skills

Ability to establish rapport

Sense of responsibility

Ability to accept advice

Good decision-making skills

Ability to keep accurate records

Personal warmth and friendliness

Understanding of the goals of career education and of the center

Ability to observe accurately

Knowledge of use of A-V equipment and materials

Ability to communicate ideas, orally and in written form

Patience

Good listening skills

General knowledge of employment and educational opportunities in the area

Organizational and planning skills

Resourcefulness

Pleasant manner

Ability to use printed material

LEVEL III STAFF

The Level III center has on its staff at least one professional career counselor and a full- or part-time clerical aide. Other staff may include paraprofessional(s) or a paraprofessional with clerical skills. Paraprofessional titles include career aide, career guidance technician, career information aide, career guidance assistant.

Clerical Aide duties:

Answering the phone

Duplicating materials

Typing

Scheduling activities and appointments

Filing occupational information

Recording data in user files

Checking out materials

Ordering materials as requested

Maintaining inventory

Monitoring tests

Ordering supplies

Delivering mail

Arranging for repair of equipment

Operating and/or monitoring use of equipment

Explaining use of center

Putting up displays

Maintaining neatness in center

Skills and attributes needed by a clerical aide:

Personal warmth and friendliness

Typing skills

Ability to operate equipment in center

Good listening skills

Pleasant manner

Ability to keep accurate and orderly files and records

Basic understanding of use of center

Ability to accept supervision

Sense of responsibility

Paraprofessional duties:

Explaining operation of center users and staff

Maintaining bulletin boards

Establishing a resource list or catalog

Helping users to locate and/or utilize materials

Maintaining lines of communications with others in the institution

Helping professional to develop activities for use of human resources (speakers, etc.)

Assisting users in use and interpretation of printed and multi-media materials

Helping orient faculty, staff, community, students to center

Maintaining career education materials

Administering and scoring tests and inventories

Maintaining records

Skills needed by a paraprofessional:

Good communication skills

Ability to establish rapport

Pleasant manner

Sense of responsibility

Ability to accept supervision

General knowledge of employment and educational opportunities in the area

Ability to keep good records

Personal warmth and friendliness

Understanding of goals of career education and of the center

Ability to use A-V equipment and materials

Ability to use printed and multi-media matarials

Good listening skills

Ability to provide instruction in use of equipment and materials

General knowledge of community and state referral programs (vocational rehabilitation, mental retardation, CETA, etc.)

Professional duties:

Establishing a system for the acquisition of career resource information

Serving as a human resource to users, faculty, counselorrs, staff, community

Supervising staff

Coordinating with public relations officer

Establishing and maintaining a communication system within the institution

Accepting referrals and informing referring agencies of services rendered

Visiting and working with instructors to acquaint them with services and materials available in center

Conducting follow-up surveys and other evaluation procedures

Providing career education inservice training

Aiding users in the total career development process

Conducting career counseling

Maintaining relationships and communication with business and industry

Developing a workable classification and storage system

Developing and maintaining rapport with administration, internal and external staff, and users

Maintaining availability for meetings with civil and community groups

Providing leadership for planning of career development classroom activities

Developing and/or teaching career education courses

Making contact with community and state agencies

Coordinating plans with administration

Developing and executing a budget

Identifying institutional and community resources

Assessing individual users' needs

Acting as a positive role model

Provide job-seeking and job-acquisition skills activities

Competencies required by professional:

Ability to manage center

Ability to supervise staff

Good decision-making skills

Good communication skills

Ability to establish rapport

Understanding of concept of career development

Ability to develop and execute budget

Knowledge of career educational literature

Ability to teach, provide training

Knowledge of variety of counseling techniques

Ability to plan and implement a wide range of career education activities

Understanding of theory and research in career development

Resourcefulness

Planning skills

Ability to identify and manage resources

Ability to speak effectively to groups

NOTE: A career counselor, as discussed here, indicates a professionally trained counselor who has expertise in the field of careers through special training and experience.

The typical graduate of a counselor education degree program does not meet these qualifications. According to a publication funded by the U. S. Department of Labor[4], counselor education programs have not addressed themselves to training or retraining counselors to use occupational information. This publication recommends preservice and inservice instruction "to provide training for counselors in the latest occupation information materials and dissemination techniques, the most effective ways of employing information to assist their clientele in the transition from school to work, and the most practical methods of evaluating the materials and techniques used."

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[4]The National Center for Research in Vocational Education, Career and Labor Market Information: Key to Improved Individual Decision Making, (U.S. Government Printing Office: 1980 0-320-886).

CHAPTER V

MATERIALS AND RESOURCES

SELECTION

A successful career center requires a wide variety of media formats through which career education information can be delivered, since everyone does not learn best through the same means. Each type of media has its advantages. Printed material is relatively low cost, and there is an abundance of such material available. Microfiche systems are easily updated. Audio-visuals such as filmstrips are good motivators for poor readers. Computer systems facilitate interactive dialogue, have lots of storage capacity and can speed up retrieval of information.

Regardless of how it is delivered, career education information falls into three broad categories:

Occupational Information - duties of a job, working conditions and benefits, salary, training requirements, lifestyle, personal traits required, outlook for the future, related occupations, options for advancement.

Educational Information - opportunities for schooling or training, entrance requirements, cost financial aid, student life (including vocational/technical/community colleges, 4-year colleges, universities, other training schools.

Personal-Social Information - values clarification, interpersonal skills, self-esteem, interests, aptitudes, insight into personality, positive attitude toward work.

A fully developed career center contains all three types of information. However, the Level I center is primarily concerned with occupational and educational information, and the Level III center includes information on personal-social information.

Selecting specific materials can seem to be an overwhelming task. The development of a large number and wide variety of materials during the past few years makes the process difficult. To further add to the problem, many of these materials are so new that there may be no available data on which to evaluate a particular filmstrip, book or kit. Many of these materials are "gimmicks" rather than sound sources of career information.

To simplify the selection process, a checklist incorporating specific criteria can be used by the individual (or group) who will be making the decisions regarding acquisitions for the career center. (See Appendix V for an example of such an instrument.) Several concerns should be kept in mind:

Accuracy - the materials should present the job as it is, without glamourizing it, and with negative as well as positive aspects pointed out.

Freedom from Stereotyping - language or behaviors depicted should be free from sexual, racial, and socio-economic biases. Any pictures or illustrations should indicate equal representation.

Comprehensiveness - the content should cover the topic so that other materials will not be needed to complete the picture.

Appeal - materials should be attractive, colorful, and well illustrated, to increase the likelihood of their use.

Recency - materials become outdated rather quickly; anything over five years old is generally limited in value.

Applicability to Pouplation - materials should fit the age, developmental level, and reading level of the population served. (A wide range of levels is needed for most centers.)

Cost - the materials chosen must be within budget; there is an unfortunate tendency to spend the whole budget on a few items.

Demand - a needs assessment may indicate demands for information on particular occupations or topics.

Style - information should be conveyed clearly, concisely, and in an interesting manner.

Goals of the Center - choice of materials should be congruent with the goals and objectives of the center.

In addition to the above, the size of the institution, the physical facilities available, and the expertise of staff members are practical matters to consider when choosing materials. This is also the time to consider how much supervision the user will receive; how the resources will be accessioned, disseminated, and evaluated; and how the resources compliment other school resources (to avoid duplication of efforts).

Because a number of computerized career information systems are becoming available, some special points regarding selection of these systems is in order. The system should integrate with other center activities, rather than replace these activities. The cost/benefit

ratio should be examined. Systems should be evaluated in terms of how self-contained they are and how much training is required for both staff and users. Printouts should be clearly written and in a format that the user will find understandable and helpful. Finally, the system chosen should be one that is scheduled to be up-dated on a frequent, regular basis.

During the selection process of any type of resources, publishers and suppliers should be checked out thoroughly - The service record of the company should be checked out. No purchase should be made without previews by an individual or committee. When purchasing a series, the likelihood of future developments or updates should be explored. Policies regarding replacement of items within a set should be examined. Company policies, purchasing procedures, and costs are often overlooked by those in charge of selection.

In regard to selection of specific career education materials, the following publications may be of some benefit:

Resources For Career Development: An Annotated Bibliography
Indiana Career Resource Center
1201-09 S. Greenlawn Avenue
South Bend, Indiana 46615

Sources of Occupational Information
Ohio Department of Education
65 S. Front Street
Columbus, Ohio 43215

The Wilson County Technical Institute Career Development Center serves a varied population (See Appendix VI for a description of the population). Based on evidence from and experience with this particular population, the

following materials have been selected as those most useful for developing career centers in the North Carolina Community College system. However, these materials may not be the best choices for those center that have user populations that are significantly different from that of the Wilson County Technical Institute career center. (See Appendix VI for materials used by other centers in the N. C. Community College system.)

NOTE: Costs indicated are approximate and subject to change by suppliers.

LEVEL I

Materials and resources for this level career center must be self-administered and self-interpreted. It is safest to provide materials for low level vocabulary, since there is no staff to provide assistance (other than in location of a particular source).

Occupational Information:

Job Box
Fearon Publishers
6 Davis Drive
Belmont, California
$65.00
Booklets
Written at a low reading level and organized into seven work clusters, these booklets attempt to present a comprehensive description of entry-level requirements, develop a realistic set of values about work, and build a broad and realistic view of job opportunities. Initial purchase should provide provisions for updating salary ranges.

Occupational Outlook Handbook
U. S. Department of Labor
Bureau of Statistics
U. S. Government Printing Office
Washington, D. C. 20402

$8.00
Softcover Book
This standard reference provides up-to-date information on more than 800 occupations. Type of work, education requirements, job predictions, salary ranges, places of employment, and sources of additional information are provided. Recommend purchase of 2 to 3 copies.

Other Sources and Ideas:
Military Career Information - available free from all branches of the armed forces.

Educators' Guide to Free Materials
Educators' Progress Service
Randolph, Wisconsin 53956
(Sources of free films, filmstrips, printed materials)

Departments Within the School - many departments have materials concerning careers for graduates inthe departmental office or in the library. Pulling these together will help get a center started.

Career Planning Information:

What Color Is Your Parachute? R. Bolles
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306
$7.00
Softcover Book
This manual is a guide to self-exploration with useful information for job-hunters. A plan is described to obtain a job on one's own, find jobs that are not advertised, and choose expert help.

Up Your Career, D. Dauw
Consulting Psychologists Press, Inc.
577 College Avenue
$9.00
Softcover Book
This workbook begins with self-assessemnt procedures and ends with making a tentative career decision and methods of obtaining a job. There are special sections on problems of women, "mid-career crisis," and how to choose counselors and employment agencies.

The Three Boxes of Life, R. Bolles
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306
$8.00
Softcover Book

This book is concerned with life patterns people pursue. The writer provides ideas for blending education, work, and leisure.

Complete Job Search Handbook, Howard Figler
Holt, Rinehart & Winston
383 Madison Avenue
New York, N. Y. 10017
$6.95
This book looks at effective ways to find the "right" career for you. Many "how to" instructions throughout.

Career Search, E. Chapman
Science Research Associates
115 N. Wacker Drive
Chicago, Illinois 60606
$5.00
Softcover Text
Reader selects career by building a list of possibilities and narrowing it down. There is an equal emphasis on personal introspection and on collection and evaluation of data.

Educational Information:

The College Bluebook
MacMillan Publishing Co.
866 Third Avenue
New York, N. Y. 10022
$40.00 Ea. - $160.00 set of 5 volumes
Hardbound Book
5 volume set - Occupational Education, Narrative Descriptions, Tabular Data, Degrees Offered by College and Subject, and Scholarships, Fellowships, and Loans. Recommend initial purchase of Narrative Descriptions, and Degrees Offered by College and Subject.

Educational Guide 78-80
N. C. Dept. of Community Colleges
State Board of Education
Raleigh, N. C. 27611
Brief information about the 58 institutions in the Community College System including curriculum descriptions and institutions offering the curriculums.

College Catalogs - upon written request, most postsecondary institutions will provide catalogs free of charge.

General Information:

Career Education Wall Chart
Garrett Park Press
Garrett Park, Maryland 20766
1981
$1.50 ea.
Unique series of career wall charts. Also attracts attention. A new way to provide career information.

Resume Writing - How to Write Better Resumes, Adele Lewis
1977
Barrons Educational Series
113 Crossways Park Drive
Woodbury, N. Y.
$3.95
A step by step approach toward writing resumes. Over 250 examples.

State Employment Service - microfiche or printouts of current job openings are available.

LEVEL II

In addition to materials and resources listed for Level I, Level II centers can incorporate materials requiring a higher vocabulary and resources that require guidance or assistance, since a staff member is available.

Occupational Information:

Chronicle Occupational Library
Chronicle Guidance Publications
Moravia, New York 13118
$620 (in steel cabinet)
$400 (without cabinet)
$320 (without folders)
Briefs - 225 (bound)
This system is organized using the Dictionary of Occupational Titles numbering system. It provides specific facts about entry requirements and training for over 20,000 occupations. There are 9 major work categories within which are 82 work divisions, further divided into 187

occupational groups. An updating service is available.

SRA Career Information Kit (Alternative to Chronicle)
Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, Illinois 60606
$425 (in corrugated box)
$650 (in metal file cabinet)
Briefs
This kit contains approximately 500 pieces of occupational literature covering 6 major fields: professional, technical and managerial; clerical, sales, service; agriculture, fishing, and forestry; skilled trades and related repair and production occupations. It is cross-referenced to the Dewey Decimal System and can be updated and expanded. An updating service is available.

Livelyhoods
TSC, A Houghton Mifflin Company
Department 19
Box 683
Hanover, NH 03755
$228/set
Filmstrips/cassettes
This set contains 16 filmstrips and cassettes and presents 90 careers using the cluster concept. It is lively and upbeat and includes skills and education required plus conditions, frustrations and pleasures of each job.

Career Concise Guides
Franklin Watts, Inc.
730 Fifth Avenue
New York, N. Y. 10019
$225 for the set, $5.25 ea.
A Career Series containing 39 books on various career fields. Each career is identified and explained in depth. Included is education and training required. Books are highly readable.

Educational Information:

The College Bluebook
Refer to section on Level I centers. Purchase any remaining volumes of 5 volume set.

Testing and Assessment Devices:

Career Guidance Inventory
Educational Guidance Inc.
P. O. Box 511
Dearborn, Michigan 48121
Reusable Booklets $1.25 ea.
Self-scoring answer sheet $18.00/25
Measures interests in 25 Trades, Services and Technical Careers.

Reading Free Vocational Interest Inventory
American Association of Mental Deficiency
5101 Wisconsin Avenue N. W.
Washington, D. C. 20016
$1.35 ea.
A non-reading vocational preference test to aid in vocational counseling.

Self-Directed Search, J. Holland
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306
$72.50/100 sets
Test
The SDS concerns six areas of interest: realistic, investigative, artistic, social, enterprising, and conventional. The 216 item test is self-administered, -scored, and -profiled. Ratings are compared with ratings of individuals employed on occupational fields. It is available in Form E for those with reading difficulties.

Hall Occupational Orientation Inventory
Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106
$14/20 booklets; $8/20 answer sheets; $8/20 interpretive folders
Inventory
This inventory attempts to examine the needs and value of an individual. Based on Maslow's need factors, the 200 item test is self-administered, hand-scored, and self-recorded on a profile sheet. It is available for several levels, including Adult Basic for reading handicapped adults.

Kuder Occupational Interest Survey
Science Research Associates, Inc.
115 N. Wacker Drive
Chicago, Illinois 60606
$47.50/20 tests
Test

This inventory compares interests with those of satisfied groups in 119 occupations and 48 college majors. It is self-administered, publisher-scored. Also available are the Kuder Personal Preference Survey, Kuder Vocational Preference Record, and Kuder General Interest Survey.

California Occupational Preference System
Edits
P. O. Box 7234
San Diego, California 92107
$15.50/Comprehensive Planning Guides; $3.50/25 Summary Guides
(1) California Occupational Preference System - an interest inventory which relates job activity interests to occupational clusters and keys each cluster to the D.O.T., View, and Occupational Outlook Handbook. (A form using simplified language is available.)
(2) Career Abilities Placement Survey - a multi-ability battery designed to measure abilities and key them to entry requirements for jobs in 14 occupational clusters. (50 min.)
(3) Career Orientation and Placement Evaluation Survey - a test which measures personal values. This one must be machine-scored by the publisher.
The three tests can be purchased separately or together.

Strong-Campbell Interest Inventory
The Psychological Corporation
757 Third Avenue
New York, N. Y. 10017
$7.50/25 booklets; $6.85/50 answer books
Inventory
This vocational interest inventory covers a wide range of occupations. Responses are compared to those of men and women employed in occupations. Results are reported in Holland schema. (Must be machine-scored.)
*Used by other community colleges.

Ohio Vocational Interest Inventory
The Psychological Corporation
757 Third Avenue
New York, N. Y. 10017
$15.40/35 test booklets; $7.30/35 answer sheets
Inventory
This interest survey yeilds a profile of interests along 24 scales representing occupations in the D.O.T. (Machine-scored)
*Used by other community colleges.

Harrington/O'Shea System for Career Decision Making
Chronicle Guidance Publications, Inc.
Moravia, New York 13118
$ .95/one self-scoring booklet and interpretive folder
Test

This system collects data on interests, abilities and values. It is suitable for a wide range of users and is available in Spanish.
*Used by other community colleges.

Alternatives to Career Search:

A Guide to Career Planning
Gainer and Stark
McGraw-Hill Book Co.
Gregg Division
P. O. Box 996
Norcross, GA
$5.00
216 page softcover test
A step by step process for career/life planning. Also covers job search skills.

Coming Alive From Nine to Five
The Career Search Handbook
Betty Michelozzi
Mayfield Publishing Co.
285 Hamilton Avenue
Palo Alto, California 94301
$5.00
Softcover test for use in career planning classes.
A step by step process leading to a career plan. Included is information on the job hunt. Instructor's manual available.

LEVEL III

In addition to the materials mentioned in Level I and Level II, materials requiring a trained career counselor can be used in the Level III center. Items indicated with an asterisk (*) are those requiring such a professional for administration and/or interpretation.

Occupational Information:

Occupations Which Require Licensing in North Carolina
Free
Prepared By:
Bureau of Employment Security Research
P. O. Box 25903
Raleigh, N. C. 27611

Competitive Services Notebook
Free
N. C. State Personnel Office
Raleigh, N. C. 27611
Notebook contains state job classifications with educational and trainging requirements. Also included is current pay scales.

The Fascinating World of Work
National Career Consultants
1300 East Arapaho Road
Richardson, Texas 75081
$1440/complete 48 title unit
$33/title
Filmstrips/cassettes

Career Exploration Series
ATC Publishing Co.
P. O. Box 1276
Kankakee, Illinois 60901
$65.50/cluster (6 fulmstrips)
$1441/complete series
Filmstrips/cassettes
The series includes 22 clusters of vocational and paraprofessional occupations. Entry requirements for jobs range from on-the-job training up to two years of specific training. Filmstrips portray equal oppoutunity in terms of sex and ethnic background. You will need two filmstrip/cassette viewers, one filmstrip/cassette projector. Purchase these or obtain through media center.

Real World Magazine
King Features
Dept. 1379
235 East 45th Street
New York, N. Y. 10017
Single Subscriptions $15.00
Colorful tabloid magazine about careers. Very up-to-date. Attractive articles that appeal to high school and college students. Available in quantities.

Career World Magazine
Curriculum Innovations
Highland Park, IL
$15.00
Magazine on careers - colorful, eye catching and informative. Information on various careers is up-to-date. Includes sections on career planning and job seeking skills.

Job Survival Skills
Job Seeking Skills
Personal Appearance
Application
Resume
Interview
$112.00
Singer Career Systems
80 Commerce Drive
Rochester, N. Y. 14623
A set of filmstrip/cassette programs on important aspects of the job search.

Career Decisions
Starting to Work: Basic Job Skills
Job Attitudes
Work: Changing Times and Changing Attitudes
20 filmstrips and cassettes
$1300
Guidance Associates
Communications Park
Box 300
White Plains, N. Y. 10602
Information on career planning, values, job skills, and work. Excellent for classes and individual viewing.

Educational Information:

The College Handbook
College Board Publications Orders
Box 2815
Princeton, N. J. 08546
$8.95
Description of colleges (2 and 4 yr.) in the U. S. Also included is detailed information on the admission process.

Peterson's Guide to College Admission
Peterson's Guides, Inc.
228 Alexander Street
Princeton, N. J. 08540
$5.95
Information on how to apply to college and get in.

Work Samples:

Choice
Pesco

21 Paulding Street
Pleasantville, N. Y. 10570
$800-$2,200/carrels
This system provides skills and interest evaluation for the user. Instructions are written and verbal; results are simulated work experience. Sixty carrels, representing different occupations are available.

Singer Vocational Evaluation System
Career Systems
80 Commerce Drive
Rochester, N. Y. 14623
$1,300-2,400/work station
Provides both a vocational assessment and occupational exploration. The work samples identify vocational abilities and interest. Presentation is audio-visual which requires no reading ability. 27 work stations are available.

Testing and Assessment Devices:

Culture Fair Intelligence Test
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025
$15.00/kit Scale 2
Test
This test is a highly researched measure of intelligence which is not influenced by cultural background or scholastic or verbal training.

Career Skills Assessment Program
College Board
P. O. Box 2846
Princeton, N. J. 08541
$50/25 sets (per content area)
Set of tests
This program contains 6 self-assessment areas: self-evaluation and development skills, career awareness skills, career decision-making skills, employment-seeking skills, work effectiveness skills, personal economics skills.

Career Planning Program
American College Testing Program
2201 N. Dodge Street
Iowa City, Iowa 52243
$4/set
Test
The CPP is a system to help users identify and explore personally relevant occupations and educational programs.

*Myers-Briggs Type Indicator
Consulting Psychologist Press, Inc.
Palo Alto, California 94306
$25/counselor's kit (Manual, 5 booklets, report forms)
A measure of personality dispositions and interests. Results can be useful in career counseling.

*Psychological Screening Inventory
The Psychological Corporation
757 Third Avenue
New York, N. Y. 10017
$25.50/25 sets
Test
This is a brief, non-threatening mental health screening device used to identify persons who may benefit from more intensive examination and professional attention.

COMPUTERIZED CAREER INFORMATION SYSTEM

During the past few years, computerized career information systems have become quite popular for use by schools, employment agencies, and other organizations. At the time of this writing there are two such systems in North Carolina that have the potential for use by community colleges.

Choices

The North Carolina State Occupational Information Coordinating Committee (SOICC) has developed a computerized Career Information Delivery System (CIDS). This system is called NC CHOICES and is based on a Canadian system, modified for use in North Carolina. The system is capable of interacting with clients in conversational English through a computer terminal.

CHOICES contains two main files: the Occupations File and the Educational/Training Institutions File. From the Occupations File a client can obtain specific information about any of the occupations in

the computer's memory. Clients can also ask the computer to compare up to three occupations at a time or supply lists of related occupations. The client communicates his/her interests, aptitudes, physical requirements, educational aspirations, etc., to the computer; the result is a list of 25, or less, suitable occupations for which additonal information may be obtained. Salary infromation and occupational outlook are based on the North Carolina market.

The institutions file provides information about post-secondary schools in North Carolina, including financial aid program information, housing, admissions policies, etc.

A printer can record all of the user/computer interactions for users and/or counselors. NC CHOICES is a new system that is just becoming available throughout the state. Therefore, cost estimates are approximate. At this writing, users outside Wake County would pay $2,400 per year for computer time, materials, supplies, and maintenance. Users would supply their own printing terminal(s). Phone line hookups and training would be paid by the user also, for a one-time cost of approximately $600. Total first year cost would run approximately $6,400.

Job Bank information from the Employment Security Commission is in the process of being added to the system, as are several other features. Another possibility is the adaptation of the system for use in microcomputers.

Further information is available from:

NCSOICC
112 West Lane Street
Suite 218, Howard Building
Raleigh, N. C. 27611

There is also an audio-visual presentation on CHOICES which can be obtained from Department of Public Instruction, (919) 733-6015.

NOTE: CHOICES was originally field-tested at Durham Technical Institute and Piedmont Technical College.

GIS

Guidance Information System (GIS) is a commercial computerized career information system by Time Share Company. The North Carolina Educational Information Centers Program (University of North Carolina General Administration) has leased and stored the program at Triangle University Computer Center (TUCC) through June 30, 1981.

The GIS is similar to CHOICES in many ways. GIS contains occupational files and college files. The user can explore specific careers or obtain a list of occupations that meet his/her criteria. Although GIS salary and outlook information is based on national labor market data, the system has the capability of providing a State Occupations File and a Local Business Information File. In addition there is available an occupational information file written at the 5th grade level. Educational information comes from two- and four-year colleges and universities nationwide; however, there are GIS options available that include a State Vocational/Technical School option and a State Financial Aids File.

At this time, the cost for leasing the GIS for one year, for use in your own computer, is approximately $3,000. This price includes a training session. Since most institutions have arrangements with TUCC, Time-Share has agreed to negotiate a cost-sharing agreement with those institutions

interested in the system, with the GIS being stored at TUCC. At this writing there is no way to estimate the cost to individual institutions; however, the expense would be considerably less. Institutions would provide their own terminal(s) and telephone line expenses.

GIS is also available on microfiche.

More information is available from:

Time-Share Corporation
323 South Main Street
Bel Air, MD 21014

For more information on the cost-sharing plan, contact:

E. Carole Tyler, Director
N. C. EIC Program
P. O. Box 2688
Chapel Hill, N. C. 27514

ALL LEVELS - MATERIALS FOR SPECIAL GROUPS

Women:

Non-traditional Careers for Women, Sarah Splaver, 1973.
Julian Messner
The Simon & Schuster Buiding
1230 Avenue of the Americas
New York, N. Y. 10020
$5.79/hardcover
Provides information on 500 careers in areas that employ few women: such as law, medicine, business, and manual trades.

Everything a Woman Needs to Know to Get Paid What She's Worth
Carolyn Bird, 1973.
David McKay Company
750 Third Avenue
New York, N. Y. 10017
Contains advice for women on how to get, maintain, and advance on the job in a question-and-answer format. Also includes a list of resources and a bibliography.

I Can Be Anything: Careers & Colleges for Young Women
Joyce S. Mitchell, 1975.
Bantam Books, Inc.
666 Fifth Avenue

New York, N. Y. 10019
$2.75/Softcover
Brief but pithy sketches of 90 occupations representing a good cross-section of both traditional and nontraditional careers.

New Life Options, Rosaling K. Loring & Herbert A. Otto, 1976.
McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, N. Y. 10020
$13.95/Hardcover
The working woman's resource book. Provides addresses, essays, and lectures on employment, health and hygiene, interpersonal relations, and women's rights.

Job Ideas for Today's Woman, Ruth Lembec, 1974.
Prentice Hall, Inc.
Box 500
Englewood Cliffs, N. J. 07632
224 pages
Provides vocational guidance for women: ways to work part-time, free lance, full-time at home, and as entrepreneur.

How to Go to Work When Your Husband is Against it, Your Children Aren't Old Enough and There's Nothing You Can Do Anyhow
Felice W. Schwartz, Margaret H. Achifter and Susan S. Gilloti, 1972.
Simon & Schuster, Inc.
The Simon & Schuster Building
1230 Avenue of the Americas
New York, New York 10020
Helpful guide for the woman combining career and family. Provides advice on how to organize job campaign and information on numerous career opportunities.

Career Planning for Women, Betsy Nicholson Callahan & Vivian Freeman 1978
Family Service Association of America
44 East 23rd Street
New York, N. Y. 10010
A series of manuals intended to promote the exploration of new alternatives and the utilization of new options in day-to-day living through programs in family life education.

STAFF RESOURCES

The reading of the following books are recommended for the staff of career planning centers:

1. Career Counseling: Theoretical and Practical Perspectives
   Stephen Weinrach, 1979
   $14.95
   Villanova University
   College Division
   McGraw Hill Book Company
   Suite 1801
   100 Colony Square
   Atlanta, GA 30361

2. Occupational Information (4th Edition)
   Robert Hoppock, 1976
   $16.50
   New York University
   College Division
   McGraw HillBook Company
   Suite 1801
   100 Colony Square
   Atlanta, GA 30361

3. Making Vocational Choices
   John Holland, Ph.D.
   $9.00
   Consulting Psychologists Press
   577 College Avenue
   Palo Alto, California 94306

FILING SYSTEMS

When materials have been identified and obtained for a career center, some type of system for organizing and cataloging the materials must be employed. The station or zone concept is a logical way to group materials. For example, the following groupings could be set up as stations within the center:

Self-Awareness (attitudes, positive-self-development, values, skills, interests)

Educational Information

Occupational Information (including occupational briefs)

Military Career Information

Computer-Assisted Guidance

Games or Kits

Job-Getting Skills

Located at the occupation information station, some kind of locator filing will facilitate materials utilization and create a more orderly center. A good fuling system provides a clearly definable location for each item, is simple, and allows for expansion. Commonly used filing systems include:

Library Classification - This is a modification of the Dewey Decimal System. Most people are familiar with it, but it does require knowing how to set up the Dewey Decimal System.

Alphabetical Filing - (according to job title) - The advantages of this are that it is easy to use and maintain, and all materials for one occupation are together. The disadvantage is that related occupations are not grouped together, and a cross-reference index is required for alternate titles.

D.O.T. based - Items are filed according to the Dictionary of Occupational Titles Classification. The advantage is that all related occupations are filed together. The disadvantages are that a knowledge of the D.O.T. system is required; the user must refer to code numbers for retrieval, and any revisions in the D.O.T. may necessitate refiling.

Occupational Clusters - Related occupations are clustered together. This system is easily used and probably the most logical for a small to moderate amount of information. Examples of clusters are: Business and

Office, Manufacturing, Public Service and Health.

Academic Classification - Occupations are filed according to academic training programs. The user can identify programs with occupations; however, extensive cross-referencing is required.

All materials in a career cenrer should be inventoried. For ease of updating, an index card or rollex card system is suggested, with two cards for each item (each item is listed by title, and by subject area).

CHAPTER VI

SERVICES AND ACTIVITIES

LEVEL I

The primary "service of the Level I career center is the centralization of career education materials. The center provides an easily accessible collection of information for those who are interested. The staff member in charge helps the user to find materials to answer his/her questions.

The Level I center can be valuable in the integration of career education with curriculum activities. Instructors can give assignments requiring use of career materials, and faculty members themselves, can make use of career information in their classrooms. One way to make materials more portable is to set up a "career education" rolling carrel that can be taken to the classroom. Center staff can support instructors' efforts by notifying them when new materials arrive that would be pertinent for use in the classroom.

Many counselors could use the material in a Level I center for door openers during counseling sessions. Counselors could prescribe certain material or books for students to read and then integrate this into the next counseling session. A "Do it Yourself Guide" could be used by students in the Level I center (See Appendix XIII) with a final visit to a counselor for signoff.

LEVEL II

In addition to the services available in the Level I center, the Level II center can provide activities requiring more direction and/or

supervision. Self-administered tests and inventories (for example, the Self-Directed Search) can be explained and monitored by a staff member at this level.

Orientation sessions may be conducted for the Level II center in order to stimulate interest of students, faculty, staff, and the community.

Some of the needs of special groups can be met in such a center. For example, rap sessions could be held for CETA clients, handicapped students, or women over 30. Other group activities might include skills-building sessions to teach job-getting and job-keeping behaviors.

Open houses can be sponsored by the Level II center, as can career days. Weekly or monthly mini-career days could focus on one occupational cluster.

At this level, the staff promotes career education by encouraging the users and showing them how to use the information available in the center.

User records and files should be maintained in the Level II center. A person visiting for the first time should be asked to provide specific information for his/her file. Although there is a risk that some users may be turned off by this "red tape," files are invaluable bases for evaluation and accountability, and they provide information that is useful for subsequent visits. (See Appendix VII for examples)

The addition of tests and assessment devices necessitates students staying longer or making more than one visit. Some students have trouble with this additional time and feel this task should be accomplished with only a brief visit. The students wanting a "quick fix" usually become

more realistic after the initial orientation all students receive on career development. This 10-15 minute orientation to the concept of career development sets the stage and lets them know what to expect. Making them aware of the feelings and frustrations they may face seems to reduce the number of students who do not complete the sessions or who do not return for other appointments. (See Appendix XI for a sample orientation narrative.)

A typical career planning session would flow similar to the arrangement in Figure 9.

This could be held in one session or split into 2 or 3 sessions. Individual requirements and counselor's styles would dictate how this would be set up.

LEVEL III

In addition to the services and activities offered by the Level I and Level II center, Level III center add two important dimensions to the delivery of career education. First, this center provides comprehensive individual assessment and help with goal-setting. The trained career counselor has at his/her disposal a wide variety of tests and inventories designed to measure abilities, interests, personality, and intelligence. Other means of evaluation, such as work samples, can be employed. This information can be used to counsel an individual in terms of self-awareness and pursuit of goals.

Since there is more staff, there can be a lot more clients using the center, if arranged properly, at the same time. Some students can be at carrels viewing filmstrips while other students are taking tests

FIGURE 9

SEQUENCE OF ACTIVITIES IN A CAREER PLANNING SESSION - LEVEL II

Completion of Personal Data Sheet (10 min.)
Orientation to Career Center and to Process of Career Planning (10 min.)
Interest Inventory (more than one may be necessary)
Ability Tests (this information may be available from admissions tests)
Career Information (varying time needed depending on student's need)
Counseling Session and Development of a Career Plan (Appendix XIII)

* Counseling sessions with the client may take place at any point during the client's visit to the center.

and others are reading occupational information.

Another important dimension of the Level III center is the reaching out to and coordinating with the community and other parts of the institution.

The Level III career counselor is capable of serving as a community resource, providing career education information to service clubs and other organizations.

Human resources can be organized at this level: parents, senior citizens, business and industry leaders, and alumni can be solicited for a speakers' bureau. Students interested in a particular career would be able to hear a guest speaker from the community discuss that career.

The Level III center can sponsor seminars; for example, personnel managers from different businesses could come in to discuss jobs and opportunities in specific fields. Community members could be asked to become interviewers or to host field trips for career center users or clients.

Staff members at this level might go into secondary schools to discuss career planning with students, to disseminate brochures, or to provide other work-related education. This type of activity serves a public relations function as well as a recruitment function.

The trained career counselor can serve as an instructor, not only in curriculum courses in career planning, but also in in-service career education training for faculty and staff. Other short-time activities might include class visitation for specific purposes such as relating career opportunities to educational programs or discussing skills in

resume writing and interviewing.

It is especially important to maintain user files at this level. The task of this type of center is more comprehensive and several visits may be required to meet an individual's objectives. Therefore, information regarding personal assessment will need to be readily assessible for review. (These records are also extremely useful for evaluation and accountability purposes.) Since these files contain personal information, they should of course be kept secure and confidential.

The addition of audio-visual career information will be useful for all students, but will be of tremendous help to low reading levels. Capturing interest and making information accessible to these students will be very important.

With the addition of a career counselor in Level III, the assessment can be more comprehensive. More information about a student can be revealed now that special assessment devices are available. The sessions become longer, but the results are larger in scope. Students are able to discuss life planning as well as career planning.

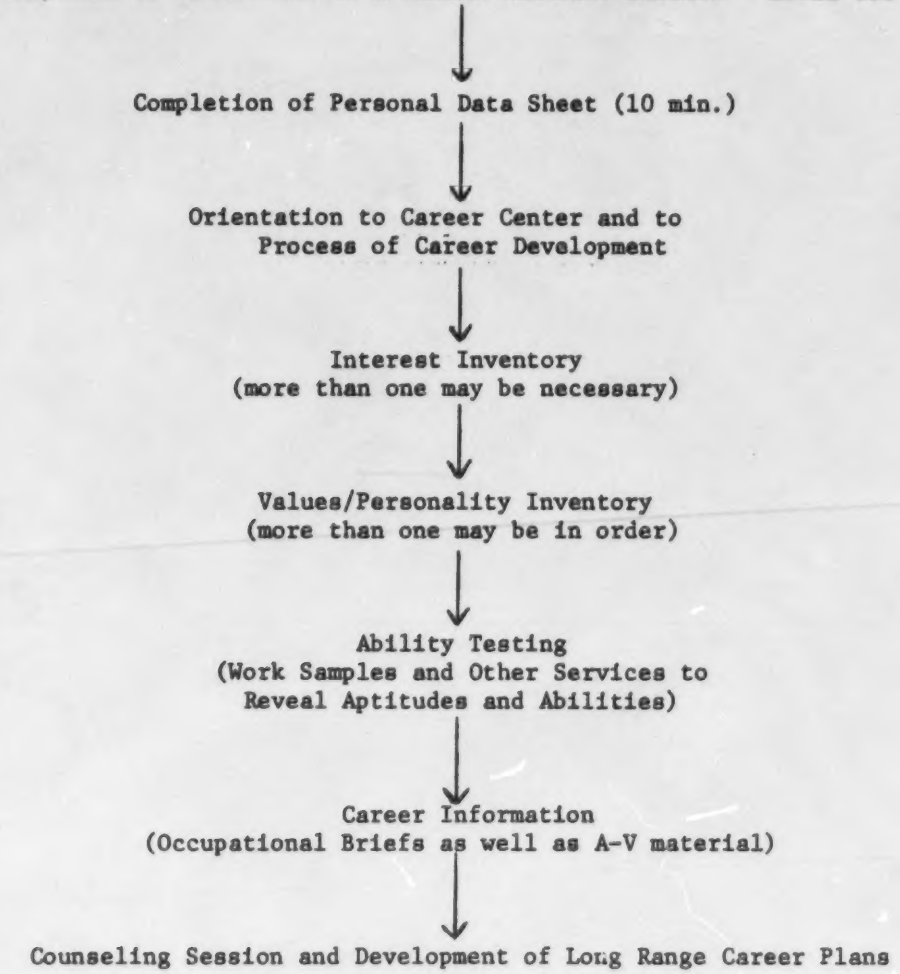
Figure 10 illustrates the activities that may take place in a Level III center. Students could enter and/or leave at any point in the process, depending on individual needs.

The addition of work samples (ie. Singer Vocational Evaluation System) to a Level III center is very costly. However, it must be realized these work samples can provide valuable information to the client and to the counselor. This information in many settings may be very necessary and in others it may be an option. Work samples are most useful for career exploration and evaluation with high school students, developmental studies

students, and agency clients (CETA, V.R., D.S.S.). The undecided student coming to the center for career planning will likely not use a work sample. The student's interests may not match a work station and/or the student may not want to invest the extra three hours to complete a work sample. The purchase and use of work samples could be centered around a special program in a Level III center (CETA, Industry, High Schools) and the use of the work samples by other users of the center would be an extra.

FIGURE 10

SEQUENCE OF ACTIVITIES IN A CAREER PLANNING SESSION - LEVEL III


Completion of Personal Data Sheet (10 min.)
Orientation to Career Center and to Process of Career Development
Interest Inventory (more than one may be necessary)
Values/Personality Inventory (more than one may be in order)
Ability Testing (Work Samples and Other Services to Reveal Aptitudes and Abilities)
Career Information (Occupational Briefs as well as A-V material)
Counseling Session and Development of Long Range Career Plans

* Counseling sessions may take place after each step.

CASE EXAMPLE OF A CAREER DEVELOPMENT LAB CLIENT

Terry came to Wilson Tech requesting information on the various programs of instruction. The admissions counselor who saw Terry gave him information on Wilson Tech's programs including admission procedures and dates for admission placement testing. During this session the counselor felt Terry was very undecided about his career plans and brought him over to the Career Development Lab. The counselor technician that met Terry gave him an introduction to the lab and a brief idea of what was involved in career planning. Since Terry could not stay that day an appointment to return was made for the next week.

Terry arrived for his appointment in the career lab and completed a short personal data sheet. Next he talked with the career development counselor about his career plans and interests. The counselor felt that an interest inventory would help Terry see his interests more clearly. The technician administered the inventory and monitored Terry during his test. The results of the inventory were interpreted to Terry. His highest interest was in Electronics Servicing and his second highest in Data Processing. Terry next reviewed materials on those careers plus another he requested information on.

During the counseling session that followed a career plan was developed. His main interest continued to be Electronic Servicing and the results of the admission placement tests indicates he has the necessary ability. An appointment was made for him to see the Electronics Lab and see the instructor after which he returned to the admission counselor for completion of admission forms.

CHAPTER VII

PUBLIC RELATIONS

One aspect of the development of a career center that is often overlooked or undervalued is the public relations effort. Public relations strategies can bring a variety of people into the center as users and can also promote support for the center from faculty, staff, and community.

A variety of public relations strategies such as those listed below will insure reaching a larger population. These strategies may incorporate:

Local and school newspapers

Radio and television

Brochures and flyers

"Gimmicks" such as bookmarks, book covers, etc.

Display posters

Exhibits

Staff bulletins

Open houses

Orientation sessions

A-V presentations

Career center newsletters

Through these strategies, the purpose of the center and the types of services it offers can be communicated. More specific information and activities which also can be publicized to promote the center

include:

Special events; speakers

Human interest stories

Results of center evaluations

Success stories of center users

Needs of the center

Special accomplishments by center staff (conferences, workshops, etc.)

Progress reports

Advisory committee appointments and activities

News releases for local and school newspapers, radio or television are especially effective vehicles for announcing the opening of a center or reporting special events. To have the most impact, a campus administrator should be the spokesman for such releases. In the case of a center opening, the purpose of the facility and the expected outcome should be emphasized, with important messages being repeated. (See Appendix VIII) Newspaper releases regarding special events are most effective when accompanied by photographs, especially when community leaders are involved.

Brochures and flyers are good vehicles for communicating the goals and objectives of the center, as well as the kinds of materials, activities and services provided. Some kind of center logo is suggested for use on such publications. The same logo can be used on items such as pencils, bookmarks, book covers, matchbook covers, or litter bags. All of these items can be distributed across the campus as well as in area schools and in the community at large (if the center budget is sufficient). (See Appendix IX)

Most centers use posters and set up exhibits on campus. The same displays can be very effective in high schools (career days) or in various locations in the community (shopping malls, employment agencies, etc.) to promote the career center.

Announcements in staff bulletins are good ways of publicizing progress and achievements. Center services for faculty and staff can be promoted by this means as well as through departmental and faculty meetings. These meetings are also good places to distribute brochures and any free materials that might be of use to faculty.

Although open houses are most often held when a center first opens, they can be effective any time in promoting and increasing the use of the center. Students, community leaders, local business and industrial personnel and training officers, local school staff, campus administrators and/or faculty may be the target groups for such an activity. Where feasible, invitations by personal note have the most impact. During the open house the staff can be introduced and visitors can be encouraged to browse through the center as they enjoy refreshments.

Generally speaking, after a center opens, faculty, staff, and students will need to be oriented to the goals and purposes of career education. Small groups are more effective for such an activity; therefore, the target population should be grouped according to department, curriculum, etc. For faculty and staff, emphasis should be placed on career-oriented classroom activities relating the world of work to subject areas and the use of the center as a resource. To encourage further use of the center through faculty and staff, any career activities conducted by instructors or staff can be publicized on campus, and individuals can be personally contacted

when appropriate new materials come in. Orientation sessions for students can be more general, in which the purpose and activities of the center are explained. More specific orientations would focus on career materials that relate to a particular curriculum group.

If funds are available for such a production, an audio-visual presentation such as a slide-tape show can be used for several purposes. It can be used in classroom activities, and first-time users will find the presentation to be a good orientation to the center. An A-V presentation is also a very good public relations strategy since it can be taken out (or checked out) to schools or for civic and community group meetings. A sample script for a slide-tape presentation may be found in Appendix XI.

A newsletter is another vehicle for public relations. A local newsletter is useful for large centers as a means of keeping staff up-to-date on career-related information. Synopses of articles from current newspapers and periodicals, and ideas for infusing career education concepts into curricula could be included. A state-wide newsletter could provide a means by which centers could share ideas and concerns and keep up-to-date on the latest materials and methods.

Public relations strategies are limited only by the imagination. With instructors cooperation, English classes could be assigned to write up publicity articles regarding the center. The career center could be the subject of "convincing arguments" typically assigned to students in speech classes. A "Career-of-the-Month" display or a contest to name the center are other ideas.

CHAPTER VIII

EVALUATION

Evaluation of a delivery system such as the career center is often an afterthought. However, there are two good reasons for keeping evaluation in mind from the beginning of development. First, the data provided is extremely useful in the day-to-day operation of the center and for improving the ongoing efforts (See Figure 1). Second, the pursuit of evaluative information will be rewarded by having the center accountable; there will be complete justification for improving and continuing the operations of the center.

It is possible to evaluate all aspects of the career center, including:

Materials

Equipment

Activities

Facilities

Impact on users

Awareness/support of center

Staff

Human resources

Progress toward center objectives

Regardless of which component is being evaluated, the first step is to identify the particular objective to be evaluated and to determine how well that objective must be met to be considered acceptable. Appropriate questions can then be asked regarding that objective.

Examples of evaluation questions are listed below:

Materials:

1. Does the center contain a wide variety of career education materials?
2. Which materials are used most frequently?

Equipment:

1. Is the equipment in good working order?
2. What types of equipment does the center have?

Activities:

1. Which activities do the users find most useful?
2. Does the center sponsor a wide range of activities?

Facility:

1. Is the space adequate?
2. Do users find the facility comfortable and inviting?

Impact on Users:

1. Do individuals meet the objectives they had upon coming to the center?

Awareness/Support of Center:

1. Does the faculty support the center?
2. Is the center well publicized in the community?

Staff:

1. Is the staff helpful in assisting users?
2. Is there adequate staff to support the center and meet user needs?

Human Resources:

1. Are guest speakers effective in their presentations?
2. Do users find that their counseling needs are adequately met?

Progress Toward Objectives:

1. How many users visited the career center?
2. Does the population for whom the center was designed visit the facility?

Users:

1. What groups use the center most frequently?
2. How does the faculty utilize the resources of the center?

After developing appropriate evaluation questions, based on user objectives, the next step is to select or develop methods to obtain data to answer those questions. Some examples follow:

Questions:

1. Which materials are used most frequently?
2. What types of equipment does the center have?
3. Which activities do the users find most useful?
4. Does the faculty support the center?
5. How many users visit the career center?

Data:

1. Record of materials used
2. Description of equipment in center
3. User opinion
4. Record of faculty use or faculty questionnaire
5. Sign-in log

Answering evaluation questions may require one or more kinds of data such as:

Interviews

Surveys

Questionnaires

Financial records

User records

Observations (sign-in log)

Tests (Career Maturity Inventory)

(See Appendix III for sample evaluation insturment)

The data can come from many sources, including:

Users

Community members

Advisory committee members

Faculty and staff

Center staff

Administration

Outside evaluators

Past users

The choice of the procedure to be used in obtaining evaluative information depends on the types of records available, the accuracy of the data, the ease of obtaining data, and the ease of interpreting the data. The process is simplified if data collection methods are

planned before development of the center. To answer some questions, such as those involving changes in users as a result of visits to the center, or changes in center effectiveness, base-line data will have to be collected prior to initiating center activities. Examples of questions requiring this approach are:

1. Do users have better decision-making skills as a result of center activities?
2. Is there an increase in knowledge about occupations?
3. Is there an increase in positive self-concept?
4. Are there changes in vocational maturity?

After data has been collected, the next step is analysis. In most cases more sophisticated evaluation procedures may require computer assisted analysis and/or professional assistance with complicated statistical techniques. In any case, the person responsible for evaluating and reporting results should be certain that he/she understands why a particular analysis is being performed and what the results mean.

The procedure for reporting evaluative results depends on the audience. Administrators are most interested in general issues - whether the center should be retained, expanded, or modified. Staff members will want to know specifics - which aspects of the center are most effective, how can others become more effective, are they performing their jobs adequately? Generally, an evaluation report is made up of the following parts:

Introduction - states the purpose of the evaluation and overview of the center (background and history).

Center Operation - describes all center resources and activities that have been evaluated.

Design and Methodology - discusses procedures for data collection and analysis.

Results - describes results of evaluation, summaries in graphs, figures, and chart forms.

Discussion - interprets results in form of summary of progress and effectiveness, any existing problems, and states recommendations for the future.

SUMMARY OF EVALUATION PROCESS

1. Identify objectives to be evaluated.
2. Design procedure to collect data:
    a. questions to be asked
    b. type of data (surveys, tests, records, etc.)
    c. source of data (user, faculty, community, etc.)
3. Collect, analyze and interpret data.
4. Report evaluation results.
5. Make modifications in center as suggested by evaluation.

APPENDIX I

SELECTED BIBLIOGRAPHY

CAREER DEVELOPMENT CENTERS

A SELECTED BIBLIOGRAPHY

Bibliographies of Career - Related Materials. By Jennifer Banks and Others. Education Development Center, Inc., Newton, Mass., 1975, 177 p.

This publication presents a shelf collection list and a series of annotated bibliographies. It is intended as a guide for acquisition of career-related materials for adults.

The Career Information Center Handbook. A Guide for Developing C. I. C.'s in Local Schools. By Marjorie Hollman, Ed., and Others. College of Education, Arizona U., Tucson, 1975, 187 p.

The handbook is designed as a reference containing how-to suggestions to guide the user's development of a CIC to fit local needs. Discusses a range of options. Contents include rationale, needs assessment, responsibility, location, advisory board, materials, PR, and evaluation. References and reading list included.

The Career Resource Center: A Guide for Implementation. By Richard Fine. Dept. of Vocational and Adult Education, Roanoke City Public Schools, Va., 1978, 59 p.

This guide includes a rationale for career development objectives for a CRC, a discussion of the planning and organization of a CRC. Staffing, publicity, evaluation, and clientele are also discussed. Career resource materials are suggested for use in a CRC.

Career Resource Center: A Handbook for Implementation. Publication No 002. By Robert Sullivan. Curriculum Lab, Rutgers, The State Univ., New Brunswick, N. J., 1975, 96 p.

Based on the writer's experience, this document is intended to provide assistance in setting up a high school CRC. Topics discussed include physical

facilities, staffing, PR, delivery system, evaluation, and placement. The appendixes include floor plans, correspondence forms a flyer for students, and evaluation instruments.

The Career Resource Center. By John Meerbach. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich., 1975, 140 p.

In this monograph six vignettes are presented which focus on career education in different types of schools. The purpose, goals, and functions of a CRC are related to needs of students at different edcuational levels. Advisory committees, physical layout, materials and equipment, and evaluation are discussed. Appendixes include evaluation forms, floor plans, and equipment and price list.

Career Resource Center Anyone? In a Community College? By Lisa Larson. Paper presented at Annual Meeting of the Canadian Guidance and Counseling Association, Vancouver, British Columbia, 1975, 13 p.

This paper discusses the rationale for a CRC, then proceeds through necessary steps including selection of resources, coding of information, personnel, and difficulties encountered.

Career Resource Centers. By Valija Axelrod and Others. Center for Vocational Education, Ohio State Univ., Columbus, 1977, 125 p.

This handbook suggests general plans, procedures, staffing, activities, and resources for developing a CRC. Of special interest are the appended materials: a proposal for developing a CRC, sources of career information, career resources on a limited budget, computer assisted guidance, and a selected bibliography.

CCIS: A Career Resource Center Case Study. Human Conservation Associates, Inc., Tallahassee, Fls., 1978, 220 p.

This report describes the project and the evaluation methodology. The evaluation process used some of the less traditional methods and was intended to provide basic "hard" data. Staffing, funding, & process and impact evaluation are included. Appendixes list additional resources.

A Classification Scheme for Career Education Resource Materials. By Ronald Koontz. Office of Career Education (DHEW/OE), Washington, D. C., 1975, 37 p.

The purpose of this paper is to introduce a classification scheme for career education resource material. Main advantages of a computer system of retrieval are discussed.

Computerized Career Information Systems on the College Campus: A Low-Cost, Do-It-Yourself Approach. By George Schenk and Others. Personnel and Guidance Journal, p. 516-520, April, 1980.

The design and development of a computerized career information system on the campus of Virginia Tech University is outlined. The article attempts to describe an economically feasible approach and included a discussion of cost, program offerings, and potential applications.

A Description and Evaluation of a Career Exploration Course. By William Gillingham and Jerald Lounsbury. Journal of College Student Personnel, p. 525-529, November, 1979.

This article describes a career exploration course offered by Central Michigan University. Results of a student evaluation of the course are included.

The Development of 17 Career Resource Centers in Pennsylvania. By James Lewis. Bureau of Information Systems, Pennsylvania State Dept. of Education, Harrisburg, 1975, 76 p.

This report describes the background and procedures followed in the development of 17 CRCs. Objectives of the CRCs included providing career

information, providing assistance in using this information, increasing self-knowledge of users, assisting faculty in integrating career information into courses, helping parents become involved in career development of children, and using community resources. Appendixes include equipment and material list, student evaluation, faculty evaluation, floor plans, and news releases.

Education Components for a Career Information System. Final Project Report for Fund for the Improvement of Post-Secondary Education. Career Information system, Oregon Univ., Eugene, 1975, 90 p.

This report describes three career information files relevant to education information. The Preparation file specifies various ways to prepare for particular occupations; the Program file describes an array of educational and training programs; and the School file provides comprehensive institutional information. The educational files were field tested to determine their value to users.

Establishing a Career Resource Center. By Tobert Wood and Others. National Consortium on Competency-Bases Staff Development, American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., 1976, 72 p.

This moduele was designed as a 6-hour workshop for counselors, administrators, and career specialists, Grades 7-14, who wish to found or improve their Career Resource Centers. Participants review the concept of a CRC, learn to identify needs, determine objectives, establish priorities, and select and implement programs.

Evaluation of Career Counseling and the Career Center Programs at Imperial Valley College and External Campus. By Jack R. Javens. Imperial Valley College, Calif., 1977, 85 p.

The document reports on services and evaluation of services offered at the Career Center in a community college located in southeastern California. The report includes descriptions of: problems of disadvantaged students (Mexican-American); goals of career education; staffing of center; media and media description; interaction with faculty, students counseling staff, community, evaluations of media, student use, and career planning course. Appendixes include course outlines and information on filmstrip program.

Evaluation of a Demonstration Career Information Center. An Interim Report. By Erica Wright. North York Board of Education, Willowdale, Ontario, 1974, 73 p.

The paper details student responses to a questionnaire developed to gain information about students' career plans and their reactions to the career information center. The findings are viewed as a base of information for development of a center.

Evaluation of a Demonstration Career Information Center. Phase 2. By Erica Wright. North York Board of Education, Willowdale, Ontario, 1975, 53 p.

This report discusses a career information center established in a secondary school. Student responses collected over the first 8 months of operation are discussed in detail. Improved ability to verbalize steps in a career choice were indicated, as well as increasing desire for more specific career information. The implications of these findings are discussed.

Evaluation of a Demonstration Career Information Center. Phase 3. By Susanne Hunter. North York Board of Education, Willodale, Ontario, 1976, 38 p.

This report contains data from student responses one year after the center began operation. While the number of students seeking assistance from a counselor had decreased, visits were rated more helpful than in earlier surveys. Students appeared to be taking more practical steps and indicated more committment to planning for their futures.

Guide for the Development and Operation of Career Resource Centers in Schools. By Ronald Fredrickson and Others. Inst. for Governmental Services, Massachusetts Univ., Amherst, 1977, 54 p.

Staffing, location, funding, and materials for a CRC are discussed. Of special interest is the chapter on criteria for selection, classification and filing of materials. The use of tests, inventories, and computers is briefly discussed. A student interest inventory, guideline for evaluating materials, and a list of A-V equipment are appended.

Guidelines for Establishing Career Resource Centers. By Clarence Dittenhafer and James Lewis. Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg, 1973, 60 p.

General procedures in operating a CRC are discussed; surveying clients, collecting information, establishing an advisory committee, publicity, funding, staffing, and evaluation. Appendixes include lists of standard reference books, sources of occupational information, A-V resources, floor plan, address list fo materials and equipment suppliers, as well as questionnaires, inventories, and rating forms.

How to Develop the Librarian's Role in Career Education. By Rita Rush. State Project to Implement Career Education, New York, N. Y., 1975, 32 p.

This guide outlines steps necessary for creating a career resource center. Concern is given to the librarian's role in integrating the library's resources

with ongoing career education activities.

INQUIRY Project: Computer-Assisted Counseling Centers for Adults. By Helen Farmer. Counseling Psychologists, 6, 1, p. 50-54, 1976.

INQUIRY centers are intended to answer the needs of adults who plan to extend educational and/or career development. The centers are computer-assisted so that vast amounts of information can be stored for quick retrieval. Other advantages cited are the computer's abilities to sort information on client variables and interrelate various types of client information quickly.

Low Cost College Information Career Centers. By Joel Snell and Others. College Student Journal, 10, 2, p. 116-118, 1976.

The author suggests practical ways an information center can be set up in spite of limited funds. The article is based on a review of literature in the area.

Occupational Competence Access Project. Appendixes to Final Report. By Diane Hayes and Others. Institute for Career Research, Hanover, Mass., 1978, 629 p.

This document contains the appendixes to the final report of the Occupational Competence Access Project. Included are: listings of OCAP's career information resources, a manual for development or expansion of a career center, a report of a career interest inventory survey, descriptions of student file system, community resource listings, a needs assessemnt, and project news releases.

The Ohlone College Story. By Warren Enos. Journal of College Placement, 35, 3, p. 61-64, 1975.

Describes the creation of a career center at a junior college from planning to final realization of goals.

Recommendations for Developing Career Centers. By Mary Ann Jones. Division of Educational Planning and Development, Los Angeles Community College District, Calif., 1977, 34 p.

Special topics covered include: improvement of staff, student, and community attitudes toward the program; involvement of the center in other college and community activities; use of newsletters; minimum services required for effective program; supportive services such as work experience, financial aid, outreach; cooperative planning with secondary schools. Also included are lists of some materials, equipment, furnishings, etc.

Voices for Careers. By Edwin York and Madhu Kabadia. Division of Vocational Education, New Jersey State Dept. of Education, Trenton, 1972, 72 p.

Listed in this annotated bibliography are 502 cassette tapes for career exploration, grades 7 to adult level. Procedures for securing the cassettes are described.

APPENDIX II

HISTORY OF THE CAREER DEVELOPMENT LAB

WILSON COUNTY TECHNICAL INSTITUTE

HISTORY OF THE CAREER DEVELOPMENT LAB

WILSON COUNTY TECHNICAL INSTITUTE

The initial support for the establishment of the Career Development Lab came from a 1974-75 Title III, HEA, grant through the Central Coastal Plains College Development Program (CCPCDP) Consortium, coordinated by Wilson County Technical Institute (WCTI). Originally planned as a planning and start-up program for the four institutions in the consortium, the concept failed to gain the commitment of the other institutions and was continued as a single institution arrangement by WCTI. The Institute purchased equipment for the lab with regular budget equipment funds.

As the concept of career development grew, the lab expanded services and steadily increased the number of clients served. Two counselors and a clerk staffed the project in 1977-78. An objective had been projected to make the lab self-supporting through formal structuring of the assessment process to generate student FTE. However, the sudden and unexpected interruption of Title III funds in 1978-79 prevented the achievement of that objective and forced the temporary closing of the lab. Subsequently, funds were sought and ultimately obtained in 1979 through CETA for operation of the lab. Vocational Education Research funds were also obtained to develop a model for Career Planning Centers, based on the knowledge and experience gained through the five years of operation, for dissemination throughout the Community College System. Additionally, a 1979-80 Title III grant was received to develop a model for reorganization of the entire Student Services Division, centered around the concept of career development, with the lab as a key component. The future of the lab at Wilson Tech will depend to a

large extent on the Institute's ability to implement the reorganization plan within the constraints of the state budget, or to locate supplementary funding to maintain the service.

APPENDIX III

SURVEY OF 1979-80 CLIENTS

WILSON TECH CAREER DEVELOPMENT LAB

by

Judy Embry

INTRODUCTION

The career center is a particular type of delivery system for career education that has existed for several years. Most of the available literature and research on the subject has concentrated on the junior high and high school career center; few publications have been directly concerned with career centers in community colleges or technical institutes. Almost all of the research and literature on career centers has involved regions of the United States other than the Southeast.

The aims of the present research, therefore, were to evaluate services provided by the Wilson Tech Career Development Lab, Wilson, North Carolina, in terms of effectiveness and to attempt to generalize the results for use by other schools in the North Carolina community college system.

General questions were asked, including: How effective is the center overall? Are some aspects of the center more effective than others? Is the center more effective for some sub populations than for others?

METHOD

Subjects

Subjects of the research were 229 individuals who had been clients of the Wilson Tech Career Lab during the time period August, 1979, to August, 1980.

Instruemnts

A twleve-item questionnaire was developed and pilot-tested. The final questionnaire is whown in Figure 1.

Procedure

Questionnaires and a cover letter (Figure 2) were mailed to 395 former clients of the career lab. The return rate was 21%. In order to increase the size of the data pool, a trained, experienced telephone interviewer was employed to telephone individuals who had not returned the questionnaire. Each individual was asked to respond verbally to the questions, with the interviewer recording answers on the questionnaires. This method yielded an additional 37% return rate; total return rate was 58%.

Demographic data regarding each subject, as well as records regarding the actual career lab experiences of each subject, were obtained from user files in the career lab.

Results

Frequency tables for items 1-5 and item 8 are included below:

	No. of Responses	% Responses
1. Overall, the people in the career lab were pleasant, easy to talk to, and helpful to me.		
Strongly Agree	120	52.6
Agree	105	46.1
Disagree	3	1.3
Strongly Disagree	---	----
2. I was able to find out where my strengths and weaknesses are (what I do best).		
Strongly Agree	57	25.3
Agree	153	68.0
Disagree	12	5.3
Strongly Disagree	3	1.3
3. I was able to find out the types of jobs that fit my interests (jobs that a person like me might enjoy).		
Strongly Agree	66	29.3
Agree	138	61.3
Disagree	20	8.9
Strongly Disagree	1	0.4
4. The information about jobs was useful to me (duties, wages, education needed, etc.).		
Strongly Agree	80	35.9
Agree	130	58.3
Disagree	12	5.4
Strongly Disagree	1	0.4

	No. of Responses	% Responses
5. Overall, how would you rate your visit to the lab?		
Very Helpful	140	62.8
A Little Helpful	77	34.5
Not Very Helpful	4	1.8
Not Helpful At All	2	0.9
8. Is this statement true or false? I am pretty sure that I have chosen a job or career that will be right for me.		
True	170	75.9
False	54	24.1

The results indicated that over 90% of the respondents answered "agree" or "strongly agree" on items 1-5. Over 75% of the respondents answered "true" on item 8.

Data from the questionnaire and from the client fiels was subjected to chi-square analysis for categorical data. The results indicated a positive relationship between item 5 (overall rating of the lab) and items 1-4; that is, individuals who rated item 5 highly were also likely to rate items 1-4 highly.

Relationships between item 5 and two demographic variables (1. Heads of household and 2. Students) were also indicated. Heads of household were not as likely to rate the lab highly (as measured by item 5). However, those clients enrolled in school were more likely to rate the lab highly than the general client population.

Chi-square analysis revealed relationships between 8 (client satisfaction after visiting the lab) and items 2, 3, 6, 7. Clients who were satisfied with their career choices when they left the lab were likely to give high ratings to items 2 and 3 which dealt with knowledge of abilities and interests, respectively. Clients who were satisified with their career choices were also more likely to have picked a job after visiting the lab (item 7). There were no relationships between item 5 (or item 8) and any items on the questionnaire other than the ones described above. There were also no relationships between these items and any other demographic variables including race, sex, age, educational level, marital status, economic disadvantage, or employment.

Two hundred fifteen responses to item 10a were tabulated. The results are indicated in the table below:

	No. of Responses
Counseling	64
Tests (interest and/or ability)	53
Job Information (books, pamphlets, etc.)	49
Singer Work Stations	36
Filmstrips	10
All other	3

The counseling component of the career lab was mentioned most frequently as being helpful. Tests were also mentioned frequently, it was not possible to determine whether clients found tests of ability or

interest inventories most helpful, since most respondents simply used the term "tests." "Job information" and "work stations" were also frequent answers to item 10a.

The majority of respondents (80%) answered "no" to item 10b, indicating there was nothing more they felt the career lab or staff could have done for them. Another 11% did not answer the question at all. Of the remaining respondents (9%), 5 indicated they would have liked more counseling and/or more detail regarding their personal situations. Three respondents indicated they would have liked more information regarding a specific career. All other responses were given by fewer than three individuals.

DISCUSSION AND CONCLUSIONS

The vast majority of respondents appear to have found the lab very helpful. Clients were favorable toward counseling, personal information (abilities and interests), and the job information in the center.

Although heads of household found the lab helpful, they were not quite as favorable as the general client population. Heads of household probably have immediate needs for employment that connot be met by this career lab since it does not serve a placement function. Conversely, clients enrolled in school rated the lab more highly than the general client population did; the lab is more capable of serving the needs of the student, who has the time to work toward career goals.

The results indicated that clients who felt they knew their abilities and their interests were more likely to be satisfied with their career decision when they left the lab. This finding reaffirms benefits of

testing and personal assessment within the career center.

Those clients who had some idea of the careers they wanted to pursue before coming to the lab were also more likely to be satisfied with their career choices when they left the lab; the lab apparently is very beneficial as a means of confirming a career choice. However, indicated by item 7 on the questionnaire, those clients who changed their career choice after visiting the lab also were likely to feel good about that choice.

The career lab apparently is serving the needs of all its clients since there was no relationship between the helpfulness of the lab or satisfaction with career choice and any demographic variable other than those indicated above.

When respondents were asked to report the most helpful component(s) of the lab, their answers reflected that counseling and personal assessment were even more important than job information. There was no indication of particularly weak areas of service in the lab.

Overall, this particular career lab is meeting the needs of its clients, especially students, quite well. In generalizing these results to other centers, the most obvious conclusion is that in order to be effective, a career center must be able to help a client assess his/her interests and abilities and to provide personal counseling to assist the client in using this information. These areas are as important as job information (if not more important), according to the results of this study.

APPENDIX IV

SURVEY OF 1975-78 CLIENTS

WILSON TECH CAREER DEVELOPMENT LAB

by

Betty Emmett Knox

CAREER DEVELOPMENT LAB STUDY

PURPOSE

The purpose or aim of this research was (1) to survey the attitudes of clients/users of the Career Development of Wilson County Technical Institute from 1974-78; (2) to assess the effectiveness of the CDL on client attitudes, job choices, and current employment status; (3) to draw implications for the WCTI Career Development Lab and Student Services Division; (4) to draft a model for developing the WCTI Student Services Division within a career development conceptual framework.

RESEARCH QUESTIONS

The research questions are designed to address the hypothesis that the Career Development Lab provides services that are effective and that contribute to the job choice and employment of clients in productive and meaningful life situations.

1. What was the internal effectiveness of the Career Development as perceived by former clients?
   a. Did they feel an improvement in self-understanding as a result of the CDL visit?
   b. Did they feel positively about the visit?
   c. Did they feel that enough time was spent in the CDL?
   d. Do they want to use the services of the CDL again?
   e. Will they recommend the CDL to friends and relatives?
2. What was the external effectiveness of the Career Development Lab process as perceived by former clients?

a. Did they receive counseling?

b. Did they obtain information about jobs?

c. Did they have a plan to follow when they finished in the CDL?

d. Did they want to use the services of the CDL again?

e. Did they have an idea about a job choice before the CDL visit?

f. Did their job choice change after the visit?

g. Did they make a job choice during the visit to the CDL?

h. Did they get jobs after the CDL visit?

i. Did they get jobs like the job choices made in the CDL?

j. Do they have a job now?

METHOD

The aim of this research was to survey the attitudes and perceptions of former WCTI Career Development clients/users. The survey examined the attitudes, services rendered, job choices, and placement of the former clients.

INSTRUMENT

To find the answers to the research questions, a questionnaire was designed. Several factors were considered in determining the design of items and the questionnaire:

1. Reading level of the former clients: need vocabulary understandable to them;
2. Length of the items: brevity may produce greater response;
3. Type(s) fo items: questions simply stated and checklists may

appeal to the client group;

4. Content of items: need to cover the research questions;
5. Method of response: "yes" and "no" to be circled and one or two checklists seem reasonable for the client group.

The former clients of the CDL tend to have an elementary reading level. They tend to have less than a high school education. The clients often came to the CDL reluctantly. On the basis of this information and other ideas, the items and the questionnaire format were designed as simply as possible. The length of the individual items was brief requiring that a "yes" or "no" response be circled for each of the simply stated questions. The number of items was limited so that the time required to respond to the survey was quite brief.

A 14-item survey instrument was designed. The researcher utilized the expertise and ideas of the WCTI Dean of Instruction, the WCTI Dean of Student Services, the WCTI Title III Director, the present and former WCTI CDL Counselor Coordinators, and three professors from the assisting institution. Five attitudinal items were generated to assess the internal effects of the CDL. They provide answers to the first research question. Nine items were included that assess the external effects of the CDL and address the second research question. The clients were asked to answer "yes" or "no" to the 14 items and to check one or more of the services listed if the response to Item 14 was "yes". In addition, they were asked to state the name of their present job if employed (Item 11).

SURVEY

The survey was mailed to 771 former CDL clients. (See Figure 1 and

Figure 2 questionnaire.) One month following the mailing, a telephone contact was attempted with all non-respondents. A total of 247 responses were usable. The response totals are reported in Table 1.

DATA ANALYSIS

The SAS program was used to compute the mean, standard deviation, correlation coefficients, frequency distributions, frequency tables (2x2), Chi-Squares for each variable and possible response. The correlations are consistent, generally of the same magnitude, and the items appear to be independent with very little shared variance. The instrument generally accomplished the purpose of answering the research questions.

WILSON COUNTY TECHNICAL INSTITUTE

902 Herring Avenue

Wilson, North Carolina 27893

P. O. Box 4305

Phone 919/291-1195

April 1, 1980 (final)

Dear

You were sent to the Occupational Evaluation Center or Career Development Lab for help in getting a job that you could do. You may recall your visit due to the work stations that were used to help you to choose some type of work that you could do.

We are trying to find out if the services were helpful to you and others who visited either the lab or center. Will you please take a few minutes to share with us how you feel about your visit by answering the questions on the survey form enclosed with this letter.

You can help us keep the center open and available for use by others. This survey will also help us to determine how to improve the career development services of Wilson County Technical Institute. A stamped, self-addressed envelope is enclosed for your use in returning the survey form by April 15, 1980.

Your help is greatly appreciated. I look forward to hearing from you.

Sincerely,

Betty E. Knox

Betty E. Knox, Ed. D.

OCCUPATIONAL EVALUATION CENTER/CAREER DEVELOPMENTAL LAB
Wilson County Technical Institute (final)

Directions: Please read the questions below and tell us how you feel about your visit(s) to the Occupational Center or Career Lab by putting a circle around either Yes or No.

After visiting the lab/center:

1. Did you have a better understanding of yourself and the kinds of work that you can do? Yes No
2. Did you receive counseling? Yes No
3. Did you get information about jobs? Yes No
4. Did you have an idea about a job choice before you came to the lab/center? Yes No
5. Did your job choice change as a result of your visit? Yes No
6. Did you make a job choice during the time that you were visiting the lab/center? Yes No
7. When you finished in the lab/center, did you have a plan to follow in order to get a job? Yes No
8. Did you feel that you spent enough time in the lab/center? Yes No
9. Did you get a job after you came to the lab/center? Yes No
10. Did you get a job that was like your job choice made in the lab/center? Yes No
11. Do you have a job now? Yes No

    If yes, what is it called/and where do you work? _____

    _____

12. Are you glad that you went to the lab/center? Yes No
13. Would you recommend the lab/center to a friend or relative? Yes No

Directions: To help us provide more adequate services to persons in Wilson, please answer the following:

14. Would you like to use the services of the lab/center? Yes No

    If yes, indicate which of the following services you would like to have by marking with an X.

    _____Counseling

    _____Job information

    _____Information about the kinds of work that I can do

    _____Information about the kinds of work that interest me

IMPORTANT: If you answered yes to No. 14, you may call the Career Development Lab (Mr. Frank Kidd, Counselor, at 291-1195, Extension 228).

NOW THAT YOU HAVE COMPLETED THE SURVEY, PLEASE PUT IT IN THE ENCLOSED ENVELOPE AND MAIL TODAY. THANK YOU FOR YOUR HELP!

FINAL SURVEY

RESPONSE TOTALS OF 247 CAREER DEVELOPMENT LAB CLIENTS

After visiting the lab/center:

1.	Did you have a better understanding of yourself and the kinds of work that you can do?	Yes	228 93.8%	No	15 6.2%
2.	Did you receive counseling?	Yes	186 77.5%	No	54 22.5%
3.	Did you get information about jobs?	Yes	191 79.3%	No	50 20.7%
4.	Did you have an idea about a job choice before you came to the lab/center?	Yes	165 68.2%	No	77 31.8%
5.	Did your job choice change as a result of your visit?	Yes	74 30.7%	No	167 69.3%
6.	Did you make a job choice during the time that you were visiting the lab/center?	Yes	103 42.6%	No	139 57.4%
7.	When you finished in the lab/center, did you have a plan to follow in order to get a job?	Yes	170 70.5%	No	71 29.5%
8.	Did you feel that you spent enough time in the lab/center?	Yes	132 55.0%	No	108 45.0%
9.	Did you get a job after you came to the lab/center?	Yes	139 58.7%	No	98 41.3%
10.	Did you get a job that was like your job choice made in the lab/center?	Yes	73 30.7%	No	165 69.3%

11. Do you have a job now?	Yes	141 58.3%	No	101 41.7%
12. Are you glad that you went to the lab/center?	Yes	232 97.1%	No	7 2.9%
13. Would you recommend the lab/center to a friend or relative?	Yes	236 97.5%	No	6 2.5%
14. Would you like to use the services of the lab/center?	Yes	196 84.8%	No	35 15.2%

If yes, indicate which of the following services you would like to have by marking with an X.

	No. of Times Checked
Counseling	172
Job Information	163
Information about the kinds of work that I can do	176
Information about the kinds of work that interest me	181

LIMITATIONS OF THE STUDY

As survey research, the study is limited by the type of response requested ("yes" or "no" responses as opposed to a "weighted" opinion response). The educational and reading level of most of the former clients did not allow for a more complicated response. The return rate of 32% does allow for discussion about the effectiveness of the CDL. However, the respondents may not be representative of the non-respondents who probably had less positive attitudes and experiences in the CDL and currently may be unemployed. Therefore, the survey's representativeness presents a second limitation or hazard to generalization.

One explanation for the lack of response may be the lower motivation of former CDL clients to respond to questionnaires compared to the more traditional community college student. Another explanation may be an unfamiliarity with the CDL and hesitancy to respond based on lack of information.

The timeliness of the study presents a third limitation. Perceptions of those clients in 1974-78 may be affected by their experiences since the CDL experience. Some of the clients called during the telephone survey did not recall having been to the CDL. The quality of the CDL services was not examined in the survey methodology. Only the respondents' recollection of whether they received certain services was surveyed.

Even with the limitations cited above, the investigation attempted to establish some data on internal and external effects of the Career Development Lab.

RESULTS

Of the 771 instruments mailed, 247 (32%) usable instruments were received by the researcher after one mailing and a follow-up telephone survey to nonrespondents. The return rate is considered good particularly with the type of client group being surveyed. The telephone survey more than doubled the mail response.

Characterisitics of the CDL Clients

The 1974-78 CDL clients tend to be referrals from such agencies as Vocational Rehabilitation and Migrant Seasonal Farm Workers. In addition, instructors in the WCTI developmental studies program had their students use the CDL. Other clients were walk-ins and regularly enrolled WCTI students.

Of those responding to the survey, as reported in Table 3, 167 were female and 80 were male. The clients were of only two racial identities; 177 respondents were Black and 70 respondents were White. These figures are representive of the CDL client group.

Internal Effectiveness

The internal effectiveness of the CDL was measured by the frequency of responses to attitudinal items 1, 8, 12, 13, 14 and is displayed in Table 1. Using the variables of race and sex, the Chi-Square analysis indicated a significant difference in responses. The results reflected the difference in Black female responses from the responses of Black male, White female, and White male. White female responsibility of the Black female in a family leadership role may be reflected here and has implications for meeting the needs of special populations.

FINAL SURVEY: RESPONSES BY RACE AND SEX

BLACK RESPONSES (177 respondents)

Type of Response	Frequency by item 1	2	3	4	5	6	7	8	9	10	11	12	13	14
Yes	165	133	139	115	55	97	126	92	94	51	88	167	170	149
No	10	39	34	59	119	97	49	81	77	120	88	6	4	17
No Response	2	5	4	3	3	3	2	4	6	6	1	4	3	11

WHITE RESPONSES (70 respondents)

Type of Response	Frequency by item 1	2	3	4	5	6	7	8	9	10	11	12	13	14
Yes	63	53	52	50	19	26	44	40	45	22	53	65	66	47
No	5	15	16	18	48	42	22	27	21	45	13	1	2	18
No Response	2	2	2	2	3	2	4	3	4	3	4	4	2	5

MALE RESPONSES (80 respondents)

Type of Response	Frequency by item 1	2	3	4	5	6	7	8	9	10	11	12	13	14
Yes	72	63	58	48	27	31	46	38	48	23	52	74	76	61
No	6	14	19	30	50	46	31	39	29	54	25	4	2	15
No Response	2	3	3	2	3	3	3	3	3	3	3	2	2	4

FEMALE RESPONSES (167 respondents)

Type of Response	Frequency by item 1	2	3	4	5	6	7	8	9	10	11	12	13	14
Yes	156	123	133	117	47	72	124	94	91	50	89	158	160	135
No	9	40	31	47	117	93	40	69	69	111	76	3	4	30
No Response	2	4	3	3	3	2	3	4	7	6	2	6	3	12

Table 1
-114-

The Black female tends to be aggressive, leadership-oriented, and inclined to make decisions. Rather than special programming, the Black female may need to be heard or listened to more frequently than in the past, particularly in predominantly White environments.

The attitudinal items appear to reflect that:

1. Clients preceive an improvement in their self-understanding as a result of the client visit to the CDL;
2. Clients feel positively about the CDL visit;
3. About the same number of clients feel that they spent enough time in the CDL as those who feel that they did not;
4. Clients will recommend the CDL to friends and relatives;
5. Clients want to use the services of the CDL again.

Of the 247 respondents, 172 indicated that they want to receive counseling, 163 want job information, 176 desire information about the kinds of work they can do, and 181 want information about the kinds of work that interest them.

External Effectiveness

The external effectiveness of the CDL was measured by the frequency of responses to items 2, 3, 7, and 14 that reflect client evaluation of services and to items 4, 5, 6, 9, 10, and 11 that reflect job choice and employment (placement). The same statistical analysis produced similar results as reported under internal effectiveness.

The evaluation of services as reflected in the items identified above appears to indicate that most of the clients:

1. Received counseling;
2. Obtained information about jobs;
3. Had a plan to follow when they finished in the CDL;
4. Want to sue the services of the CDL again.

Several items were identified as focusing on job choice and placement. More that one-half of the respondents indicated that:

1. They did have an idea about a job choice before coming to the CDL;
2. They did get a job after coming to the CDL;
3. They do have jobs (as of the time of the survey).

Less than one-half of the respondents indicated that:

1. Their job choice changed as a result of the visit;
2. They made a job choice during the time that they were visiting the CDL;
3. They got a job that was like the job choice made in the CDL.

The results appear to reflect the primary goal in career development: To enhance the clients' self-image rather than direct them toward a specific career and actual placement on the job. Further, the results indicate that the CDL was effective particularly in self-understanding, planning, and job choice. Placement directly on the job is not a function of the CDL.

CONCLUSIONS

The Career Development Lab is effective in meeting many of the internal and external career development needs of clients, even though it has served primarily individuals in special populations who usually visited the CDL only

once. As a result, the CDL has not enjoyed being in the mainstream of the Student Services Division and/or the WCTI instructional programs. Given the opportunity to contribute directly in meeting the internal and external career developmental needs of the entire community served by WCTI and to be an integral part of the institution, the CDL can be more effective.

The services provided by the CDL are salient to meeting the needs of clients as documented in this study; of significance is the overwhelming desire expressed by respondents to use the CDL again and to refer friends and relatives.

The role of the CDL and counseling in general is a facilitative role and is reflected in the items on job choice and placement. The CDL was only one source of assistance to the client group and served as a link between the original referral source and other resources (i.e. Employment Security Commission Job Service, Migrant Seasonal Farm Workers, Vocational Rehabilitation). The clients did not obtain job placement directly through the CDL; direct job placement is not a function of the CDL. Testing, evaluation, information about self and jobs, and counseling are the primary services of the CDL. As a result the CDL has had a greater impact attitudinally, and the CDL staff realized its limitations in job choice and placement. Becoming more closely aligned with the placement office in Student Services may alleviate this condition.

APPENDIX V

EVALUATION OF A-V MATERIALS

Evaluation of Audiovisual Materials

I. **Descriptive Information:**

Title _____ Subject _____

Copyright date _____ ( ) B & W ( ) Color Time _____

II. Audience level: (Check as many as applicable.)

( ) Early Childhood
( ) Elementary
( ) Secondary
( ) Personnel Development
( ) Adult Basic Education
( ) Adult General Audience
( ) 2-year Tech
( ) 4-year College

III. Evaluation of material in terms of quality and application:

	EXCELLENT	GOOD	POOR
1. Potential for stimulating discussion and questions:	_____	_____	_____
2. Potential for stimulating creativity:	_____	_____	_____
3. Clarity of message:	_____	_____	_____
4. Accuracy of information:	_____	_____	_____
5. Currency of information:	_____	_____	_____
6. Technical quality:	_____	_____	_____

7. Note any other criteria important to you: _____

_____

_____

8. How does this material help to meet your instructional objectives? _____

_____

_____

_____

9. Can it be used for individualized study? ( ) YES ( ) No

10. Audience size: (Check as many as applicable.)

( ) One student
( ) Small group work
( ) Whole class
( ) Other: _____

IV. Recommendation:

Purchase material ( ) YES ( ) NO

If NO, please explain: _____

_____

If you have tried this material with an audience, please comment. (Use other side)

_____

Name of Evaluator _____ Date _____

APPENDIX VI

POPULATION SERVED BY

WCTI CAREER DEVELOPEMNT LAB

POPULATION SERVED BY WCTI CAREER DEVELOPMENT LAB

OCTOBER, 1980 - MAY, 1981

Significant Segments	Total
A. Male	41%
B. Female	59%
C. 19 and Under	42%
D. 20 - 21	19%
E. 22 - 44	36%
F. 45 - 54	2%
G. 55 and Over	1%
H. White	37%
I. Black	62%
J. Other	1%
Referral Agents	
CETA	39%
WCTI	43%
VR	2%
High Schools	13%
Other	3%
Total Clients Served	378

APPENDIX VII

PERSONAL DATA SHEET

CAREER DEVELOPMENT LAB

WILSON COUNTY TECHNICAL INSTITUTE

Name_____ Date_____

Street_____ City_____ State_____ Zip_____

Age____ Date of Birth_____ Race_____ Sex_____ Marital Status_____

Social Security No._____ Telephone No._____ Highest Grade Completed_____

Income_____ Source-_____ No. of Children_____

Referred By_____

Employer_____ Address_____

Occupation_____

School_____ Course_____

Father's Occupation_____ Mother's Occupation_____

Check All That Apply:

Employed___
Unemployed___
In School___
High School Drop-out___
Older Worker___
Female Head of Household___
Male Head of Household___

Residence, Farm___
Non Farm___
Migrant Farm Worker___
Exoffender___
Handicapped___
Public Assistance Recep.___

Economically Handicapped___
Vietnam Vet___
Other Veteran___
Displaced Homemaker___

Source_____

EDUCATION

High School_____ Address_____ Grade Completed_____

College_____ Address_____ Grade Completed_____

Other Training

1._____

2._____

3._____

Employment History (Most Recent First)

1. Present Employer _____ Address _____

From _____ To _____ Pay _____

Duties _____

2. Name of Company _____ Address _____

From _____ To _____ Pay _____

Duties _____

3. Name of Company _____ Address _____

From _____ To _____ Pay _____

Duties _____

4. Name of Company _____ Address _____

From _____ To _____ Pay _____

Duties _____

What Are your skills?

1. _____

2. _____

3. _____

What do you enjoy in life more than anything else? _____

List subjects liked best _____

List subjects liked least _____

What occupations have you considered for your life's work? _____

First Choice _____

Second Choice _____

Third Choice _____

Height_____ Weight_____

Check all that you have had trouble with:

1. Heart Trouble___	9. Epilepsy___	17. Eye Trouble___
2. Tuberculosis___	10. Diabetes___	18. Hearing Trouble___
3. Gland Trouble___	11. Cancer___	19. Speech Problems___
4. Rheumatic Fever___	12. Frequent Headaches___	20. Emotional Problems___
5. Arthritis___	13. Kidney Trouble___	21. Physical Problems___
6. Back Trouble___	14. Nervous Trouble___	22. Hospitalizations___
7. High Blood Pressure___	15. Allergies___	23. Under Doctor's Care___
8. Fainting Spells___	16. Dizzy Spells___	

Explanations of those checked_____

_____

_____

_____

Intelligence Test and Score_____

Aptitude Test and Score_____

S.D.S._____

Other_____

Singer Evaluation System: Activity_____ Rating_____

Activity_____ Rating_____

Activity_____ Rating_____

Activity_____ Rating_____

Comments:

APPENDIX VIII

NEWS RELEASE

Lab Aids Career Decisions

4-11-80

By [redacted]

The majority of people are unhappy with their jobs and therefore stuck in an unhappy life situation, says Frank Kidd of the Career Development Lab at Wilson County Technical Institute.

"A job determines everything about your life," he said. "It determines where you live, who your friends are, who you will meet, who you'll marry, and how you'll live the rest of your life," Kidd said.

The Career Development lab attempts to help individuals develop career goals, assess their interests and potentials in various jobs and counsel with them about what they wish to do with their lives.

"Many people are naive about occupations and what kind of training is necessary for these jobs," Kidd said. "They don't really know what people in a particular job do and even if the job is available in this area. They've only seen these jobs portrayed on television or in books and magazines and don't have all the true information about the work involved."

The career lab offers people information about any type of job they might wish to pursue. It also offers information about the education required for certain jobs, college catalogs and information about scholarships and grants for students.

The lab is stocked with several filmstrip presentations on various jobs which include a job description, responsibilities and requirements.

The most helpful service in the lab is the "hands-on" work activities for various jobs, Kidd said. The Singer Vocational Evaluation System in the lab consists of 10 stations that allow people to actually try out the skills that would be used in a particular occupation.

"For example," Kidd said, "if a person comes in and has a particular interest in the medical field, then we would allow that person to work in the medical services station.

"The station provides an audiovisual presentation about the different careers available in that field, and what tasks are required in each one.

The filmstrip then asks the person to perform certain tasks with the materials provided in the work station. In the medical services station these tasks may include wrapping a bandage, taking one's pulse and temperature and conducting three tests for sugar content in urine.

"This is a very good tool," Kidd said. "At the end of the test I've had people say, 'I really thought I wanted to do that, but now I'm just not sure.'

"Some people will really get turned on and motivated by the test in the work station. It's the first real contact they've had with the job. They've read about it and talked about it, but it's their first real hand's-on experience."

Kidd said that following these steps an attempt is made to limit the person's career planning to three areas where he has the most interest and ability to do the job. Once a person decides, Kidd encourages the person to obtain some part-time work experience in the fields, even if on a voluntary basis.

"If a person can't choose which field he wants to pursue then he has some work to on his own. I'll continue to counsel with them, but it's up to the individual to talk with people in the field and gain some work experience, so they can make their final decision."

Kidd said choosing a career doesn't just happen and a person must be willing to spend more than just an hour in looking at his career goals. It's a time consuming process and one that requires a lot of work and determination, he said.

The only requirement for going to the career lab is that the person have a desire to explore career plans for his life, Kidd said. "Age is not a factor," he said, "although many of our clients are WCTI students, we do serve some high school students, as well as people just off the street who wander into the lab.

"We serve many people in a mid-life career change who feel they're in a dead end situation. They've worked at the same job for maybe 10 to 15 years, but they're unhappy with it, so they come in here to consider some career changing. Many times this change might mean lower pay, but they're wiling to take the cut for a job they'll be happy with."

Kidd said that the administration for the Career Lab is funded by the Region L Council of Governments through the Comprehensive Employment and Training Act. Wilson Technical Institute furnishes the building and equipment for the lab.

Since CETA's goal is to help disadvantaged groups obtain the education and employment skills necessary to place them in the job market, the career lab and CETA are able to work together to help these individuals, Kidd said.

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APPENDIX IX

CAREER LAB INFORMATION SHEET

wilson tech

...teaching tomorrow's jobs **today.**

ABOUT THE CAREER DEVELOPMENT LAB

The Career Lab is a career information center, a career exploration center, a vocational evaluation center, and a career planning center.

The purpose of the Career Lab is to help people make decisions about their life, education and career plans. The Lab has methods and systems for evaluating a persons interests, values, personality, abilities and aptitudes.

The Career Lab wants to help people avoid a career situation where they are bored, dislike their work, watch clocks, and dread getting up in the morning.

The Career Lab is open to anyone who wants to find out more about themselves and careers available. There is no charge for using the Career Lab.

We help answer questions people consider most important in their life.

Do you sometimes wonder what job you should look for?
Are you uncertain about the career you have chosen?
Have you wondered if you are taking the right courses?
Do you want a job you will enjoy?
Have you wanted more information about your career choice?

SERVICES OFFERED

Occupational Information - over 27 volumes of information on 900 plus occupations. Includes advantages, disadvantages, training/education needed. Related occupations, duties of each job, salary to expect.

Educational Information - volumes on colleges and schools all over the U. S. containing information on training offered. Costs and specific information on schools and colleges.

Personal Appraisal Services - the lab has many tests and inventories designed to measure interests and aptitudes--included is the Singer Evaluation System, a hands-on sample of actual work activities, covering over 300 occupations. This information is vital for career planning.

Career Skills Information - information is available on improving job seeking skills and information important after getting the job. Mini Courses in job hunting.

Counseling - personal, confidential counseling is available to help people pull together all the services into a useful career and educational plan.

Contact: Frank Kidd or Carolyn Walston
General Education Building - Room 203

Hours of Operation: 8:00 a.m. - 5:00 p.m. Monday - Friday
7:00 p.m. - 9:00 p.m. Wednesday

APPENDIX X

BROCHURE

THE CAREER LAB IS OPEN TO EVERYONE

There are no charges for Services. Individuals do not have to be students of Wilson County Technical Institute in order to use the facilities. Local Agencies which are served by the Career Development Lab include: Vocational Rehabilitation, Wilson County Schools, Department of Probation and Parole, Department of Social Services, Core, O. I. C., N. E. E. D, Migrant and Seasonal Farm Workers, and other helping agencies.

CONTACT

Frank Kidd or Carolyn Walston
General Education Building
Room 203
Telephone: 291-1195

HOURS OF OPERATION

Monday - Friday 8 am to 5 pm
Monday Evening 7 pm to 9 pm
Others By Appointment

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wilson tech

EQUAL OPPORTUNITY INSTITUTION

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Wilson County Technical Institute
902 Herring Avenue
Wilson, North Carolina 27893

CAREER DEVELOPMENT LAB

Where Are You Going?
What Career Will You Choose?
What Job Are You Best Suited For?

General Education Building
Room 203
WILSON COUNTY TECHNICAL INSTITUTE
902 Herring Avenue
Wilson, North Carolina 27893
(919) 291 - 1195

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TORN BY INDECISION?

Try

EXPLORING SELF

DETERMINING YOUR VALUES

EXPANDING CHOICES

SETTING GOALS

USING INFORMATION

CREATING FUTURES

Also

Information Regarding
HOW TO GET and KEEP A JOB

THE CAREER LAB HELPS PEOPLE ANSWER THESE QUESTIONS

DO YOU REALLY KNOW WHAT CAREER WILL BE BEST FOR YOU?

- Have you wondered what job you would take when you finish school?
- Have you considered you might be taking the wrong courses?
- Are you uncertain about the field you have chosen?
- Do you want to find a job you enjoy and look forward to each day?

THE CAREER LAB IS:

A Career Information Center

A Career Exploration Center

A Vocational Evaluation Center

A Personal Appraisal Center

Career Laboratory & Counseling Services

WORKING WITH STUDENTS & COMMUNITY

INTERESTS AND APTITUDES

The Career Development Lab offers a variety of ways to help individuals assess and understand personal interests and aptitudes. After administering, scoring, and interpreting interest inventories such as the Self Directed Search, Career Maturity Inventory, Kuder Interest Inventory, the counselor can aid individuals in making wiser decisions with more assurance. A special evaluation tool offered by the CDL is the Singer Vocational Evaluation System. The system contains individual "hands-on" work activities whereby individuals may explore The World of Work.

The activities include:

- Sample Making
- Sales Processing
- Carpentry & Woodworking
- Air Conditioning & Refrigeration
- Medical Services
- Needle Trades
- Plumbing & Pipe Fitting
- Engine Services
- Cooking & Baking
- Electrical Wiring
- Production Machine Operator

CAREER INFORMATION

The Career Development Lab provides up to-date career information for those interested in the World of Work. Included in the job descriptions are the following items: duties, advantages and disadvantages of the job, working environment and conditions, earnings, education and training needed, training opportunities (technical institutes, colleges, apprenticeships, on-the-job training), and other sources of additional information.

APPENDIX XI

SAMPLE ORIENTATION NARRATIVE

ORIENTATION TO THE CAREER DEVELOPMENT LAB

Welcome to the Wilson Tech Career Lab. Through the years, many people have come to us for career counseling. They have come from a variety of situations which may be similar to what you are going through at this particular time in your life. You may be in school and are not sure what type of degree or training you would like to pursue. Perhaps you are a woman with children to support who has no work experience and no idea what direction you should go. Maybe you're a woman or a man who has lost a job, or who has worked a number of years in a field that is not right for you now. We feel that we can meet the needs of all of these situations and others. Through your experiences in the lab, options that you had not considered before may become apparent; you may be able to make a career decision or confirm that the path you are on really is the best one for you. We hope to be able to help you give direction to your future, preventing aimlessness and going from one job to another (which can be discouraging and a waste of your time, energy, and money). You may be able to make career decisions that will provide self-fulfillment and development of your interests, abilities, and personality. When you are satisfied with your work, you will have more than an income; you will have self-esteem and the ability to contribute to others and society in general.

There are over 40,000 careers in the U. S.; so you will not be able to pick those that can best fulfill you and meet your needs unless you know yourself. We will ask you some questions, perhaps give you some tests; and using this information, we will help you become aware of the unique person you are. This counseling will lead to selection of the best careers to

suit you and your present needs.

The tests we may ask you to complete do not have right or wrong answers. They are designed to give you information about yourself. If you are given an interest inventory, it will help you compare your interests with the interests of people in various occupations. We also may give you an ability test. An ability test will help you to find out what kinds of occupations might be available to you with the skills you have. We feel that it is useful to have information regarding both interests and abilities because you might have an interest in something, but not the aptitude to do it. Or you might have aptitudes for things you are not interested in. The occupations you might consider are those for which your interests and aptitudes agree. A word of caution is in order, however; these tests will not tell you in some magic way what occupation to go into. They will give you information that you may not have considered before. A counselor will go over the results of the tests to help you understand and use the outcomes.

This counselor will look at all the information we have on you and with your help, try to pull it together and make some suggestions about specific career areas for you to explore.

In some cases, the counselor may suggest that you go through one of our Singer work stations. These units provide hands-on experience for certain jobs in order to evaluate your interest and abilities in regard to a particular job area.

By this time, you will have come up with some specific career areas to explore in more detail. In the lab we have a variety of printed

materials such as books, pamphlets, and occupational briefs. We also have some filmstrips and tapes that are useful. These resources will provide you with accurate, current data regarding the working conditions, required training, salaries and the outlook for the future for the career areas you are exploring. This information will help you to narrow your focus and toss out the careers that don't appeal to you or meet your needs. You should be able to zero in on some careers that do seem like real possibilities.

When you have narrowed down your choices, you may find that you will need additional training or education in order to go into a career area. The lab contains educational information that will help you to locate a training school or college and give you data regarding financial aid, entrance requirements, and application procedures.

Sometimes it is helpful to go home and think about your activities in the career lab for a few days. You may want to schedule another visit with the counselor or come back to the lab for another look at the career information materials after you have given the matter some thought.

APPENDIX XII

CAREER STUDY GUIDE

CAREER STUDY GUIDE

Name _____ Social Security No._____

Age _____ Date _____ Career Study of _____

1. At this job, my routine tasks would be:

2. Other duties might include:

3. The work environment is:

4. The working conditions include:

5. The earnings I can expect are:

6. The education and training required is:

7. Training opportunities available are:
(Include where and how long the programs are)

8. Future outlook: (Next 10 years and beyond 10 years)

9. Hours of work are normally:

10. Advantages of this kind of job:

11. Disadvantages of this kind of job:

12. Are there any jobs in this locality? If not where could I get this job?

13. Am I willing to move?

14. Are promotions possible?

15. I am interested in: _____

I should be taking courses in: _____

Do I have any hobbies related to this career?

16. Other related careers I should check:

17. Where I can get additional information:

18. My next step is to:

APPENDIX XIII

CAREER PLANNING GUIDE

M I N I C O U R S E

DO IT YOURSELF

CAREER GUIDANCE AND PLANNING

NOTE: This is a brief Career and Life Planning course

by: Career Laboratory
Pensacola Junior College
1000 College Blvd.
Pensacola, Florida 32504

NAME: _____

ADDRESS: _____

_____

TELEPHONE: _____

WHERE I IS / AM / ARE IN CAREER PLANNING

		YES	NO
1.	Spent time thinking about myself and my future education and work	_____	_____
2.	Talked with other students about myself and careers	_____	_____
3.	Talked with my parents about what I might do	_____	_____
4.	Examined literature from schools and colleges about their programs	_____	_____
5.	Read pamphlets or books about occupations	_____	_____
6.	Read career materials from a library	_____	_____
7.	Sent for literature about educational programs or occupations	_____	_____
8.	Watched TV programs about occupations	_____	_____
9.	Talked with family or friends about their careers	_____	_____
10.	Talked with a guidance counselor about what I might do . . .	_____	_____
11.	Visited vocational schools or colleges	_____	_____
12.	Visited exhibits which give information about careers . . .	_____	_____
13.	Visited places of employment to learn about kinds of work done there	_____	_____
14.	Talked with teachers about occupations	_____	_____
15.	Other things I have done		
16.	_____		
17.	_____		
18.	_____		
19.	_____		
20.	_____		

Record No. of Activities: _____

IMPORTANCE OF CAREER DECISION

A career decision is one of the most important decisions of life. A wise decision results from a decision-making process and usually requires a substantial period of time. The investigation should include written material, audiovisual material, and contact with persons who can provide you with specific information on careers. The Career Laboratory will help facilitate this process.

The career decision determines such things as whether you will enjoy your work, the kind of social friends you will develop at work, the level of education you will have, the amount of money you will earn, the level of prestige you will have, and the kind of person you will marry. It will also determine whether you will primarily work with people, information, or things.

The most successful career plan has to be realistic enough to be achievable and will blend together your value system, life style, work and leisure time in such a way that they are in harmony. The richest persons are those who enjoy all aspects of life, including their work. The poorest are among those who, regardless of money received, are bored, dislike their work, watch clocks, and dread getting up in the morning.

You may spend the next 25 to 50 years engaged in working. The quality of your career decision-making process may determine whether they are enjoyable ones.

The procedures outlined in this booklet are for the purpose of helping you to know more about yourself, such as aptitudes, abilities, interests, personality factors, strengths and limitations, and the kind of person you want to become. Career investigations are then conducted with this knowledge. The search is made for careers which will help you to fulfill your interests. The choices are then narrowed down to those careers which can be pursued successfully because you have the aptitudes (talents), the interests, and the opportunities to succeed. Don't forget that the employment outlook must be considered.

Before going any further, we would like to make sure that you understand some vocabulary words and terms which are used in career guidance:

ABILITIES: Actual power to perform acts physical or mental, whether or not the power is attained by training and/or education. Ability implies that the task can be performed now.

APTITUDES: The tendencies, capabilities or potentials to learn. The relative degree of ease or difficulty that one learns. The word "talent" is often used interchangeably with the word "aptitude."

ATTITUDES: A mental position, emotion, or feeling towards particular groups of people, ideas, situations, or values.

AVOCATION: An occupation or activity pursued in addition to one's work, especially for enjoyment, a hobby.

CAREER: The sequence of occupations, jobs, and positions through a person's working life. It may also include activities outside of the job and denotes a kind of general life pattern.

CAREER GUIDANCE: Activities, services, and programs which are developed to facilitate the career decision-making process. It involves assisting you to develop as complete an understanding of yourself as possible, as complete an understanding of the world of work as possible, and then assisting you in blending together this understanding so that effective decisions can be made.

CAREER PLANNING: Utilizing decision-making skills and the knowledge of self and the world of work, being able to come up with a workable plan. It should consider numerous factors and is best written out. There is a trial career plan outlined in these sheets.

DECISION MAKING: Making judgments about information in choosing different courses of action.

EMPLOYABILITY SKILLS: Those skills which directly lead into, facilitate, and maintain employment.

INTERESTS: Preferences for different objects or courses of action. Interests are expressed through feeling and can provide the "horsepower" for pursuing goals. The intellect should do some checking to see if goals are achievable.

LEISURE: Freedom from required effort; time not spent on activities of making a living, keeping alive, or maintaining one's efficiency. People who are dissatisfied with their work are often "bugged" during this time and they may resort to drugs or alcohol.

LIFE GOAL: One that permeates all the aspects of one's life at any given time. To attain it may involve all the areas in one's life. It may be reached in a short time or never. The important element is the effort to attain, not the attainment. A life goal is based upon and determined by a set of values that govern, bind together, and give meaning to all the activities of a person's life. It provides a center for the gradual integration of all the physical, intellectual, and emotional factors in life.

LIFE STYLE: One's traits of temperament and the stylized traits through which he expresses his needs and feelings.

OCCUPATION: This term may be used interchangeably with "vocation" or "career." Employed activity which refers to a person's regular work, business, pursuit of means of earning a living.

OCCUPATIONAL INFORMATION: Valid and useful data about occupations (vocations or careers).

PROCESS: A series of actions or operations leading to an end.

SELF-APPRAISAL: A systematic attempt by an individual to understand his own personality -- an attempt to assess one's abilities, interests, and weaknesses.

SELF-CONCEPT: An individual's view of himself.

SKILL: A developed aptitude or ability -- a learned power of doing a thing competently.

VALUE: The relative worth, utility or importance; degree of excellence. People live by a value system but may not be able to enumerate the values; those things which are really important to the individual.

WORK WORLD: The breadth of career opportunities, and the unique aspects of occupations in relationship to an individual preparing to make a career decision.

SUGGESTION: Before completing self-appraisal, view videocassette on SHAPING IDENTITY. Ask Career Service Aides to plug in the cassette.

STEP I

For the purpose of self-appraisal, please complete the attached survey, GETTING TO KNOW YOURSELF. Try to be as honest as possible in your responses. The information will be kept confidential and will assist you and the counselor (or career service aide) in knowing your strengths and limitations as careers are investigated.

Review Quiz:

A hobby and enjoyable activity pursued in addition to one's work is also called _____.

Talents, capabilities to learn, or potentials to learn are called _____.

Preferences for different courses of action, and the feeling, energy, for pursuing goals are called _____.

(please proceed to next page)

SELF-APPRAISAL

GETTING TO KNOW YOURSELF

_____
(Name)

1. List hobbies or out-of-school activities that interest you: _____

_____

2. Briefly explain any job experience you may have had and the extent of it:

_____

_____

3. Listed below are things and conditions that many people value. Spaces are provided for you to list other values which you may have. Please mark in rank order the six which you value most. For instance, place a "1" by the value of greatest importance - "2" for the value of next importance. Continue with "3," "4," "5," "6," and through at least "15" in order of preference.

_____ Education	_____ Independence	_____ Health
_____ Security	_____ Pleasure	_____ Popularity
_____ Power	_____ Service	_____ Money
_____ Possessions	_____ Success	_____ Friendship
_____ Tranquility	_____ Care	_____ Love
_____ _____	_____ _____	_____ _____
_____ _____	_____ _____	_____ _____

4. I would like to become the following kind of person (If over 25 words - use reverse side of sheet.):

_____

_____

_____

5. If you were given ONE MILLION DOLLARS (no strings attached) - what action would you take?

1. _____

2. _____

3. _____

6. If you could do anything you wanted for one year - what would you do?

a. _____ b. _____

c. _____

7. WRITE THE EPITAPH FOR YOUR TOMBSTONE (10 words of less). Assume that you will live a normal life-span and you want the words to reflect in memory the philosophy and accomplishments of your life:

_____

_____

8. PLEASE CIRCLE AVERAGE GRADE MADE IN THE FOLLOWING SUBJECTS:

	In High School	In College
English . . . . . (Number of courses taken: ____)	A B C D	A B C D
Mathematics . . . . . (Number of courses taken: ____)	A B C D	A B C D
Natural Sciences . . . . . (Number of courses taken: ____)	A B C D	A B C D
Social Studies . . . . . (Number of courses taken: ____)	A B C D	A B C D

9. SPECIAL ABILITIES AND SKILLS:

	(PLEASE CHECK) Very Good	Good	Fair	Don't Know
Numerical (working with numbers)				
Verbal (working with words)				
Mechanical (working with machines & tools)				
Physical (working with hands & body) . .				
Leadership (planning and organizing) . .				
Social (working with people)				

9. SPECIAL ABILITIES AND SKILLS: (continued)

	(PLEASE CHECK)			
	Very Good	Good	Fair	Don't Know
Artistic (working with color, design) . .				
Musical (singing, playing an instrument)				
Clerical (working with words & numbers)				
Scientific (ability to solve problems). .				

10. PLEASE CHECK BELOW ANY TESTS YOU MAY HAVE TAKEN. LIST ANY RESULTS KNOWN.

( ) Senior Placement Test:

( ) Scholastic Aptitude Test:

( ) General Aptitude Test Battery: (GATB)

( ) School & College Ability Test:

( ) Any other test results:

COMMENTS: _____

_____

PROJECTIVES

Please complete the following sentences. Then write a letter to a friend.

1. I am _____
2. I am _____
3. I am _____
4. I am able _____
5. I am able _____
6. I am able _____
7. I can _____
8. I can _____
9. I can _____
10. I want _____
11. I want _____
12. I want _____
13. I will _____
14. I will _____
15. I will _____

Write an imaginary letter to a friend. Date the letter 10 years from today (in the future). Tell the friend what you are doing.

CHECK-OUT POINT

Upon completion of the survey, please have it checked by a counselor or career service aide. This will provide you with the opportunity of asking any questions and being able to discuss your profile with someone.

Initials: _____

Counselor (or)
Career Service Aide

REVIEW QUIZ:

Actual power to perform physical or mental acts, whether or not the power is attained by training and/or education, is called:

_____.

A _____ goal is one that permeates all the aspects of one's life at any given time. To attain it may involve all the areas in one's life. It may be reached in a short time or never.

Freedom from required effort is called _____ time.

(proceed to next page)

STEP II

Since there are over 30,000 careers in the United States, you will need some method of determining your personality interests and how they may be suitably expressed in a few careers. In other words, you need some way of getting clues for careers to investigate.

There has never been a test devised (or never will be) which will indicate what specific career you should enter. We do have, however, instruments which will assist you in getting to know your interests and will suggest careers to investigate which may fulfill those interests. The career decision should be made after careful investigation. It would be well also to have a couple of alternative choices.

SUGGESTION: Please view the videocassette on CHOOSING YOUR CAREER before taking the interest inventory.

You are now ready to take the KEYS TO CAREERS Interest Inventory. Each person is unique, having his/her own personality interests. There are no wrong answers. What is right for you is how you feel. You will be "turned on" with energy for those activities in which you are interested.

The instructions are simple. Please follow them. If you have questions, however, please ask the Career Service Aide in the Career Laboratory.

(please proceed to the next page)

Instructions

Below are listed six personality types or areas of interest which may be expressed in all careers. Read carefully each of the six categories before marking any choices. Then reread carefully and mark with pencil your order of preference (1, 2, 3, 4, 5, and 6) in the blanks in the right-hand column. Again reread and make any needed erasure changes in order of preference if you change your mind. The purpose of the marking in the blanks is to establish first preference, second preference, third preference, fourth preference, fifth preference, and sixth preference, in the order from most preferred to least preferred.

ARTISTIC: I like to do creative work with my hands that has "eye appeal." I enjoy art work, such as sketching, drawing, or painting. I like being involved in various art activities, such as music, design, harmony, poetry, etc. I feel that I have sufficient talent for art and/or music to succeed in an artistic career.	A: _____
CLERICAL: I would enjoy clerical-related activities in my work, such as typing, doing paper work, keeping books, posting and recording information, and being involved in all kinds of business activity. I feel that I have sufficient capability to succeed in a career requiring clerical ability and office skills, as well as precision and accuracy.	C: _____
DATA: I like to discover new facts and solve problems. I enjoy reading scientific information, working with scientific projects, solving math problems, and taking scientific courses. I feel that I have sufficient scientific and math capability to succeed in a scientific career or a career requiring mathematics.	D: _____
INITIATIVE: I enjoy and am capable of selling ideas and things. I can persuade people through talking. I have energy and enthusiasm for promoting and leading, can manage myself, and am a self-starter. I feel that I could succeed in careers in which selling, promoting, leading, and management are important.	I: _____
PEOPLE: I enjoy being with people, working with people, and helping people. I feel that I have sufficient ability that I could be effective in a career in which services to people is a primary role. I am friendly and I like people.	P: _____
THINGS: I would enjoy and feel that I could become competent in building, repairing, and fixing things. I feel that I have sufficient mechanical ability and skill with my hands to succeed in a career dealing with objects and things.	T: _____

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INSTRUCTIONS

Take your first three preferences (the ones marked 1, 2, and 3) and place the alphabetical letters from the right column in the blanks below. For instance, if your first choice is "People," the letter is "P"; if your second choice is "Artistic," the letter is "A"; if your third choice is "Data," the letter is "D." The letter key would be P A D.

My three letter keys are: _____ _____ _____

1st choice 2nd choice 3rd choice

FURTHER INSTRUCTIONS

Look at the KEYS TO CAREERS on the following pages to find suggested careers that you would like to investigate. Find your three letter keys and carefully look over various careers which can express your personality interest. List below any suggested careers which you are interested in investigating. Also, use your letter keys in different combinations. For example, if the letter keys are P A D also look at careers under D P A, D A P, P D A, A D P, and A P D. Also record any of those suggested careers which you are interested in investigating.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

CAREERS WITH THINGS

Key: TDP

Baker
Cook
Electrician
Filling Station Attendant
Forester
Glazier
Heat Treater
Industrial Arts Teacher
Jeweler
Loom Fixer
Miller/Foreman
Offset Press Operator
Optician
Power Plant Operator
Powerhouse Repairman
Radio Operator
Skilled Tradesman
Tool and Die Maker
Welder
Wire Drawer

Key: TPI

Barber
Blacksmith
Butcher
Chaffeur
Coal Equipment Operator
Detective
Fireman (Fire Fighter)
Fireman (Locomotive)
Fountain Man
Gas Main-Fitter
Laborer, Guard, Janitor, Watchman, Warehouseman
Molder
Motorman (Streetcar)
Pipeman
Policeman
Railroad Conductor
Taxicab Driver
Waitress (Waiter)
Parking Lot Attendant

Key: TPD

Gas Appliance Service
Knitter
Voc. Agriculture Teacher
Weaver

Key: TDI

Air Traffic Controller
Aircraft Mechanic
Automotive Engineer
Automobile Body Repairman
Automobile Mechanic
Boilermaker
Civil Engineer
Compressor House Operator
Draftsman
Electroplater
Engraver, Machine
Engineer, Mining
Farmer (Rancher)
Forging Press Operator
Garage Foreman
Heavy Equipment Operator
Industrial Engin. Tech.
Lineman
Loom Changer
Machine Repairman
Machinist
Machine Operator
Maintenance Man
Mechanic
Mechanical Engineer
Mechanical Engineer Tech.
Mechanic, Radio
Milwright
Plumber
Roofer
Tool Crib Attendant
Upholsterer
Watch Repairman
Sheet Metal Man

Key: TIC

Laundress
Mail Operator

Key: TIP

Cattle Rancher
Crater and Packer
Fish & Game Warden
Fisherman
Railroad Brakeman
Railroad Engineer
Stock Clerk

Key: TDA

Architectural Draftsman
Dental Technician

Key: TDC

Assembler
Drill Press Operator
Dry Cleaner
Elevator Mechanic
Grinder
Grounds Keeper
Inspector
Load Checker
Locksmith
Nuclear Reactor Tech.
Nurseryman
Piano Tuner
Printer
Roller
Shipping/Receiving Clerk
Shoe Repairman
Stone Cutter
Structural Steel Worker
Switchman
Teamster
Tire Builder
Tree Surgeon
Turret Lathe Operator

Key: TAD

Bookbinder
Compositor (Typesetter)

Key: TPC

Bill Collector
Elevator Operator
Kitchen Helper
Stockman

Key: TID

Air Conditioning Engineer Mechanic
Foreman
Ship Pilot
Trackman

CAREERS WITH THINGS (Continued)

Key: TCD

Carpenter
Instrument Mechanic
Motion Picture Projectionist
Painter (House, Bldg., & Equipment)
Rodman
Surveyor
Typewriter Repairman

Key: TCP

Blaster
Bricklayer
Bus Driver
Cement Mason
Dressmaker
Furnaceman
Industrial Truck Operator
Installer Repairman
Mail Carrier
Meter Reader
Miner
Plasterer

Key: TCP *(continued)*

Seamstress
Spinner
Tailor
Tile Setter

Key: TCI

Craneman
Fork Lift Operator
Grader
Tractor Operator
Truck Driver

ARTISTIC CAREERS

Key: API

Dancing Teacher
Drama Coach
Drama Teacher
English Teacher
Foreign Language Interpreter

Key: APD

Art Teacher
Literature Teacher
Music Teacher
Orchestra Leader
Philosopher

Key: ADP

Actor/Actress
Critic (Reviewer)
Designer
Interior Decorator
Editor
Fashion Illustrator
Furniture Designer
Furrier
Interior Decorator
Jewelry Designer
Radio Program Writer
Women's Garment Designer
Writer

Key: ADI

Decorator

Key: ADT

Architect
Artist
Photograph Retoucher
Photographer
Photolithographer

Key: AIP

Advertising Man
Advertising Manager
Entertainer (Dancer, Singer)
Fashion Model
Public Relations Man

CAREERS REQUIRING INITIATIVE

Key: ICD

Market Analyst
Banker

Key: ITD

Contractor
Farm Manager
Industrial Engineer

Key: ITP

Warehouse Manager

Key: ITC

Postmaster

Key: IDP

Salesman, Technical Products

Key: ICP

Art Goods Dealer
Buyer (Purchasing Agent)
Florist
Furniture Dealer
Grain Buyer
Insurance Underwriter
Real Estate Appraiser
Real Estate Salesman
Supervisor, Ticket Sales

CAREERS REQUIRING INITIATIVE (continued)

Key: IAP

Lawyer, Judge, Attorney

Key: IAT

Radio/TV Announcer

Key: IPC

Administrative Assistant
Apartment House Manager
Branch Manager
Business Manager
Customer Services Manager
Demonstrator
Director, Industrial Relations
Dispatcher, Motor Vehicle
Employment Interviewer
Government Official
Insurance Investigator
Insurance Manager
Labor Arbitrator
Office Manager

Key: IPC (cont'd.)

Operations Manager
Manager/Administrator
Manager, Restaurant/Bar
Peddler (huckster)
Personnel Assistant
Personnel Manager
Personnel Recruiter
Production Manager
Salary & Wage Administrator
Sales Clerk
Salesman
Sales Manager
Traffic Manager

Key: IPT

Route Salesman
Sporting Goods Salesman

Key: IPD

Automobile Dealer
Director of Admin. Service
Director, Compensation & Benefits
Life Insurance Salesman
Encyclopedia Salesman
Gas Station Manager
Gift Shop Manager
Grocer
Importer-Exporter
Manpower Advisor
Retail Merchant
Shoe Store Manager
Systems Analyst, Business

Key: IPA

Airline Stewardess
Director, Recreation
Guide, Travel
Salesman, Musical Instru.
Security Salesman

CLERICAL CAREERS

Key: CTP

File Clerk
Teller

Key: CDP

Accounting/Statistical Clerk
Auto Writing Machine Operator
Bookkeeping Machine Operator
Calculating Machine Operator
Certified Public Accountant
Estimator (book publishing)
Foreign Trade Clerk
High-Speed Printer Operator
Time Study Analyst

Key: CDT

Accounting Machine Operator
Office Machine Operator

Key: CID

Finance Expert
Personnel Secretary

Key: CTD

Biller
Duplicating Machine Operator
Key Punch Operator
Tabulating Machine Operator
Timekeeper

Key: CDI

Office Worker
Payroll Clerk
Proofreader
Typist

Key: CPT

Reservations Agent
Traffic Checker

Key: CIT

Data Processing Worker
Mail Clerk

Key: CPI

Business (Commercial) Teacher
Personnel Clerk
Receptionist
Sales Correspondent
Telephone Operator
Travel Bureau Clerk

Key: CPA

Library Assistant
Medical Secretary
Religious Affairs Clerk
Secretary

Key: CPD

Bookkeeper
Cashier

CLERICAL CAREERS (continued)

Key: CIP

Accountant
Clerk/Stenographer
Credit Manager

CAREERS WITH DATA

Key: DAP

Economist
Internist (physician)

Key: DAT

Anthropologist/
Archeologist
Astronomer
Chemist
Pathologist
Physicist

Key: DPC

Medical-Laboratory Asst.
Production Planner
Repairman, TV

Key: DPT

Biologist
Chiropractor
Mathematics Teacher
Natural Science Teacher
Optometrist
Osteopath

Key: DPA

Medical Technologist
Physician
Psychiatrist
Psychologist

Key: DIC

Actuary

Key: DCT

Computer Operator
Equipment Repairman
Quality Control Tech.
Research Assistant

Key: DTA

Geologist
Mathematician/Statistician
Meterologist
Surgeon
Weather Observer

Key: DTP

Agronomist
Animal Scientist
Biochemist
Botanist
Engineer Aide
Geographer
Horticulturist
Natural Scientist
Oceanographer
Veterinarian
X-Ray Technician
Zoologist

Key: DIP

Bacteriologist
Pharmacist
Physiologist
Research Analyst

Key: DTI

Administrator, Engineer
Aeronautical Engineer
Aerospace Engineer Tech.
Chemical Engineer
Chemical Lab. Tech.
Dentist
Electrical Engineer
Engineer
Metallurgical Engineer
Radio or Television
Engineer
Test Engineer, Aircraft

Key: DTC

Airplane Navigator
Airplane Pilot
Computer Programmer
Engineering Technician
Instrument Repairman
Laboratory Technician
Model Maker
Tester, Electronic
Systems
Tool Designer
Tool Maker

CAREERS WITH PEOPLE

Key: PID

Educational Administrator
Environmental Health Engineer
Historian
History Teacher
Home Service Rep.
Training Director

Key: PIT

Claim Adjuster
Health & Welfare Coordinator

Key: PTD

Extension Agent

Key: PAD

Clergyman
Dental Assistant
Dental Hygienist
Elementary Teacher
Librarian
Licensed Practical Nurse
Special Education Teacher
Speech and Hearing Clinician

Key: PIC

Bartender
Chamber of Commerce Director
Compensation Advisor
Director Social Service
Dorm Director
Employee Benefits Approver
Employment Represent.
Food Service Manager
Funeral Director
Hostess (Hotel, Tea Room, etc.)
Interviewer
Job Analyst

Key: PIA

Community Recreation Administrator
Counselor
Foreign Service Officer

Key: PCI

Baggageman (Motor Trans.)
Business Agent, Labor Union
Caterer
Executive Housekeeper
Liquor Store Manager
Order Service Corres.
Public Health Service Officer
Recreation Director
Restaurant Proprietor
Theatre Manager
Ticket Agent

Key: PTI

Athlete
Athletic Coach
Building Superintendent
Governess
Housekeeper
Houseparent
Occupational Therapist
Physical Education Teacher

Key: PDT

Physical Therapist
Podiatrist (Foot Dr.)
Therapist

Key: PIC

Ward Attendant

Key: PDA

College Professor
Group Worker
Political Scientist
Professional Nurse
Sociologist
Social Scientist
Social Worker

Key: PDI

Building Inspector
Customs Inspector
Dietitian
Inspector, Public Administration
Personnel Director

Key: PDC

Food and Drug Inspector
Parole Officer
Politician
Social Science Teacher
School Superintendent
YMCA Physical Director
YMCA Secretary

Key: PAI

Foreign Language Teacher
Home Economics Teacher
Home Economist
Housewife
Speech Teacher
Teacher

Key: PAC

Cosmetologist
Electrologist
Hair Stylist
Manicurist

FURTHER GUIDANCE - 1

It is hoped that you were able to identify at least three careers which really appealed to you. If you did not, there are other methods of looking for careers of special appeal without taking any more inventories. Ask the Career Service Aide to let you browse through the blue books on top of the file cabinets. They contain a compilation of occupational briefs based upon interest categories, and are called Chronical Occupational Briefs.

If your key letters contained the letter "A," ask for Volume 3, Artisitic-Musical Occupations.

If your key letters contained the letter "C," ask for Volume 6, Clerical Occupations.

If your key letters contained the letter "D," ask for Volume 8, Computational Occupations, and Volume 27, Scientific Occupations.

If your key letters contained the letter "P," ask for Volume 29, Social Service Occupations.

If your key letters contained the letter "T," ask for Volume 21, Mechanical Occupations, and Volume 23, Outdoor Occupations, and Volume 28, Service Occupations.

Please add to your list on page 2 of KEYS TO CAREERS any other career interests you may have found by perusing through the Chronicle Occupation Briefs.

(please proceed to the next page)

FURTHER GUIDANCE - 2

If you are satisfied with the career choices to investigate (which were developed from the KEYS TO CAREERS), please proceed to the next page.

If you are still not satisfied with the career choices to investigate (which were developed from the KEYS TO CAREERS), we can provide you with other interest inventories. After reading descriptions shown below, you can decide which one, if any, you would like to take. The option rests with you.

SELF-DIRECTED SEARCH

This is a guide to vocational and educational planning which has been researched by Dr. John L. Holland. By surveying your daydreams, activities, competencies, and self-estimates in six personality areas, this instrument is able to help you identify the three highest interest areas of your personality and will lead you to a number of careers which will provide the opportunity for expressing your personality interests.

This programmed survey (with instruments) requires about one hour, as you get to know more about yourself and careers. This is a self-scoring instrument.

KUDER PREFERENCE-VOCATIONAL

This is a rather extensive survey of your likes and dislikes on many questions which relate to work roles. By punching holes (later counting) and scoring on a profile sheet, you are able to determine the extent of your interest in ten categories: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. After completing the profile, categories of significantly high interest can be researched in the Career Lab by reference to compiled information on many careers in that interest category. This interest inventory requires about one hour.

STRONG-CAMPBELL INTEREST INVENTORY

This is considered to be the most current, outstanding, and leading interest inventory which requires about 40 minutes. It does, however, require computer scoring and a delay of about two weeks in order to receive the profile results and summarization of findings. If you choose this instrument, it will require a planned commitment of your time by appointment and a delay in completing your investigation.

Please inform a career service aide which instrument you would like to use. It will then be made available and you may proceed.

CHECK-OUT POINT

After completing one or more of the preceding interest inventories, you should have it checked by a counselor or a career service aide. This will provide you with the opportunity of asking questions or being able to discuss the conclusions with someone.

Initials: _____
Counselor (or) Career Aide

REVIEW QUIZ:

Making judgments about information in choosing different courses of action is called _____ making.

A systematic attempt by an individual to understand his own personality, to assess his own abilities, interests, strengths and weaknesses is called a _____ _____.

A mental position, emotion or feeling towards particular groups of people, ideas, situations, or values is called _____.

_____ is the relative worth, usefulness, or importance to the individual; that which is really important and worthwhile to the individual.

(PROCEED TO THE NEXT PAGE)

STEP III

CAREER EXPLORATION

After having completed the self-appraisal and at least one interest inventory, you should be ready to start a career investigation. The full resources of the Career Laboratory are at your disposal. Be sure to keep in mind your strengths and limitations as you seek out career information. All printed and audio-visual materials are cross-referenced in the Career Lab. A career service aide will be glad to assist you in finding the needed information. You also may want to discuss careers with your teachers and with persons in careers in the community. Personnel in the Career Laboratory may be able to suggest career consultants you may contact.

As you pursue your career investigations, certain ones will be eliminated and your choices will be narrowed. As they are narrowed to one or two, you should become rather thorough in your investigation -- and you may want to consider a try-out as a helper in a career, become a volunteer, or at least discuss at some length the career possibility with someone experienced in the career.

You may need to spend 10, 15, or 20 hours (or more) carrying out your investigation in and out of the Career Lab. Such an important decision merits this much time!

(PLEASE PROCEED TO NEXT PAGE)

STEP IV

After you have narrowed your career choices down to one or two, put them to a test by completing the attached CAREER TRIAL PLAN. This will help you determine if your plan has been thought out and can be achieved.

CAREER TRIAL PLAN

Tentative Career Selection: _____

Note: The following checkout will provide a means for you to do some reality testing of your career choice. Please give careful thought to your responses so that your chances of success can be predicted.

Please Check	Comments
( ) 1. I have considered the mental abilities and aptitudes needed for this career (such as scholastic ability, clerical, mathematical, verbal, science, or mechanical aptitude).	(Underline One) I can meet them I cannot meet them Not sure
( ) 2. I have considered the educational/training requirements for this career (such as length of training, courses required, nature of education/training, aptitude strength, etc.)	(Underline One) I can meet them I cannot meet them Not sure
( ) 3. I have considered my interests and personality needs (such as interest in ideas, people, things, outdoor, artistic, investigative, mechanical things, etc.)	My interests and personality needs are in the following areas:
( ) 4. The physical requirements, the physical surroundings, and working conditions of this career have been investigated.	(Underline One) They appear to be: Satisfactory Unsatisfactory
( ) 5. I have carefully considered the advantages and disadvantages of this career. The advantages outweigh the disadvantages.	(Underline One) YES NO
( ) 6. I can tolerate the disadvantages.	YES NO
( ) 7. I have investigated the job outlook in this career for the next 10 years.	(Underline One) The Outlook is: Good, Fair, Poor, Excellent
( ) 8. The activities of this career seem to be in harmony with my value system and life style.	(Underline One) YES NO
( ) 9. I have investigated the probable geographic area in which employment will be available in this career.	(Underline): I am -- I am not willing to leave the Pensacola area

10. Most workers in this career are found in (circle one or more):

cities rural areas all areas offices factories other

11. Possibilities for promotion are: (circle one) GOOD FAIR POOR

12. The earnings I can make in this career are: SATISFACTORY UNSATISFACTORY

13. I (HAVE, HAVE NOT) discussed my plans with someone already in this career.

14. Steps and courses needed to prepare myself for this career:

a. _____

b. _____

c. _____

d. _____

15. I (HAVE, HAVE NOT) considered the financial requirements for further education/training in this career. I will either meet these requirements on my own resources or will apply for financial aid at the institution where I plan to attend.

16. I plan to seek further education/training at one of the below-named institutions:

a. _____
(name of institution) (address)

b. _____
(name of institution) (address)

c. _____
(name of institution) (address)

d. _____
(name of institution) (address)

CHECK-OUT POINT

After completing CAREER TRIAL PLAN, please have it checked by a counselor or career service aide. This will provide you with the opportunity of asking any questions and being able to discuss your plans with someone.

Initials: _____
Counselor or
Career Service Aide

THE BEGINNING

APPENDIX XIV

CAREER GOAL SHEET

CAREER DEVELOPMENT LAB

WILSON COUNTY TECHNICAL INSTITUTE

CAREER PLAN FOR _____

1. YOUR CAREER GOAL IS:

   First choice _____

   Second choice _____

   Third choice _____

2. NECESSARY NEXT STEPS:

   A. Career study of each choice. This information can be found in the Career Lab or any library.

   B. Talk to people employed in these occupations, find out more information from them.

   C. Try to obtain part-time work experience in these occupations, even if you have to do volunteer work.

   D. Compare your values with the choices. After completing these steps you should be able to make a decision.

3. IF YOU HAVE FOUND ADDITIONAL TRAINING OR EDUCATION IS REQUIRED, YOUR PLAN IS:

   A. _____

   B. _____

   C. _____

4. WHEN YOU ARE READY TO SEEK EMPLOYMENT, USE THE BOOKLET "PREPARING FOR YOUR JOB SEARCH".

APPENDIX XV

PROJECT EVALUATION

EXTERNAL EVALUATION

of

Occupational Education Research Project:

Development of a Career Planning Center Model

Wilson County Technical Institute

by

Roger Woodbury, Ph.D.
900 Dogwood Lane
Raleigh, N. C. 27607

July, 1981

INTRODUCTION

The project sought to develop and to disseminate a plan for the development of a model career planning center at Wilson County Technical Institute. The major implications of the model was its adaptability to student service systems throughout the state. The career planning model purports to represent a reality of a delivery system for a career development center in a Technical Institute, Technical College or Community College. Development of the model in the final report was a synthesis from a literature review, an examination of experiences in the institute's Career Development Lab, and research findings from the Career Development Lab.

The project was based on the need for students to learn about the world of work through career education and career development experiences in the community college. The career development center becomes a system which provides such career development services as personal assessment, decision-making training, interview preparation, and resume writing. The career planning model developed enables career development centers to operate with systematic policies, procedures, and management functions, since the model purports to be a representation of the operations of a system of career development services.

Evaluation of the project focuses on two important questions: Is the career planning center model operationally feasible? and were the objectives of the project attained? During the evaluation question of the cost-benefit of the project arose. Comments in the external evaluation address the issue of whether minimal funds spent produce maximum benefits.

EVALUATION

External evaluations of the career planning center model is based on four evaluative criteria: (1) Realism of the model, (2) Validity of model's components, (3) Clarity of the model, and (4) Cost of the model. The assumption underlying the use of the four criteria is that models fitting the four criteria posses a higher likelihood of operational efficiency than those models NOT meeting the criteria.

Regarding the first criteria -- the career planning center model with its major components is classified as an organizational model. Developed at the Institute by professional counselors, the model possesses a moderate to high degree of realism since it fits existing organizational and environmental conditions and is based on a systematic planning analysis. Also, the model considered both future cost of implementation and continous feedback for revision.

The second criterion, validity of components, deals with the degree of workability of its components. That is, are the components operationally functional in organizational environments and are they interdependent in the context of the model. The components of the model are physical facilities, staffing patterns, materials and resources inventory and services. The components described in the final report represented a clear picture of the career planning model and its needed resources. Evidence existed that roles and goals were major variables in each of the components. The development of three different levels of activity in the model permits cost of services and operations to vary. Operationally, institutions with limited resources may use Level I while those with greater resources and facilities

may select other levels within the model. There is a need in the final report to be more precise about the interdependency of the model's components. Generally, the model possesses a moderate to high degree of workability and has already been viewed as possessing face validity by staff members.

The third criterion relates to the first and second criteria. As described in the final report, the model appears clearly reported. Chapters three through six offer an in depth report on the components and how they might be used at institutes and community colleges. The final report is judged as a straight forward clear review of the project.

The fourth criterion, cost of model, looms as an important factor for judging the utility of models. The current project funds totaled $18,621.00. A review of other projects with similar missions strongly suggests that the current project was very economical in terms of monies spent. Construction of many models in other projects were far more expensive than total monies spent here.

The external evaluation will now consider the second important question: Were the objectives of the project met? Three major objectives were listed: (1) To identify services that should be provided by a comprehensive student career planning process (2) To determine by statistical treatment the ability to meet the needs of clients (3) To development a handbook for organization and operation. All three objectives were attained this academic year. Regarding the first objective through systematic planning processes services described in the model were developed. The planning process was as follows:

Assessing Needs

Obtaining Administrative Support

Determining Potential Funding Resources

Coordination with Existing Programs

Prioritizing Goals

Developing a Proposal

The services were reported in the final report. The second objective was attained through a statistical study completed by Judy Embry, Research Assistant. A copy of the study is contained in Appendix III of the final report and concerned the assessment of services offered by Wilson County Technical Institute. Questions such as How effective is the center? were administered to students at the Institute. Data indicated that clients who were satisfied with their career choices when they left the lab were likely to assign high ratings to judgments involving abilities and interests. Overall many services were meeting the needs of students.

The third objective was attained. The Handbook is available at the career lab. It provides helpful information for managing resources and services.

In summary the project has been a definite success. In terms of monies allocated and spent, the project has definite merit, in terms of costs for maximum benefits to the Community College System. As a result, the project is rated high in terms of cost-benefit.